Step Ahead:
An English Course

For

University Non-Majors

لطلاب الجامعة غير المتخصصين فى اللغة الإنجليزية

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Part (A)

Reading

Comprehension

1. The United States

The United States is a large country. It is the third largest in the whole world! It is located in a continent called North America. Parts of the United States touch three different oceans. The United States has tall mountains, wide plains, deserts, hills, rivers, lakes, volcanoes, and even rainforests! People from all over the world have come to live in the United States.

There are 50 states in the United States. The newest states, Alaska and Hawaii, are not connected to the other states. Alaska is the largest state and Hawaii is a chain of islands in the Pacific Ocean.

Questions

1. Alaska is ____________ and Hawaii is ____________

A. the largest state; a chain of islands

B. a chain of islands; the largest state

C. not connected to the other states; the largest state.

D. connected to the other states; a chain of islands

2. The United States is the ______________ country in the world.

A. second largest

B. third largest

C. smallest

D. Largest

3. Parts of the United States touch ________ different oceans.

A. 1

B. 3

C. 2

D. 4

4. What continent is the United States in?

5. The United States does not have...

A. continents

B. 50 states

C. mountains

D. volcanoes

2. Money

Money is what you use to buy things. You may earn money from completing household chores, getting good grades, for your allowance, or for losing a tooth! Money is very important in our world and comes in many different forms.

People have been using money for hundreds of years. Before money gave specific values for things, people simply traded items. In the United States, we use the dollar as our currency or money, but people in different parts of the world use different currencies, though some countries also use or accept our dollars.

People earn money from the jobs they work and use that money to save for the future or pay for their houses, cars, good, taxes, medical needs, and household items, among other things." Even things such as turning the lights on, using the air conditioning or heat, and connecting to the internet cost money.

Questions

1. The dollar ....

A. is never used in other countries.

B. is used in the United States.

C. is not used very much in the United States.

D. is used in every country in the world.

2. What did people do before there was money?

A. People traded to get what they needed

B. They made everything themselves

C. The story doesn't tell

D. They just never got what they needed

3. According to the author of this story, money is _____________.

A. only used in America

B. very important

C. only earned by adults

D. not very important

4. How long have people used money?

A. Thousands of years

B. They started recently

C. Hundreds of years

D. Since the beginning of time

5. Select all of the things that money might be used for.

a. to save for the future

b. to pay bills

c. to buy things

d. to pay you for doing your chores

3. The Civil war in America

The Civil War was one of the most difficult times in American history. From 1861 to 1865, America was at war with itself. The war stemmed from differences in beliefs between anti-slavery individuals in the northern states, and pro-slavery individuals in the south. Slavery was very important to the southern economy, and many southerners were afraid that Abraham Lincoln would try to to abolish slavery when he became president. Such individuals did not think the government had the right to tell the states what to do. People in the north thought that slavery was immoral, and were afraid that if slavery was allowed in America's new territories, it would never be defeated.

In 1860 and 1861, eleven southern states decided to secede (break away) from the United States and form their own government. It was called the Confederate States of America. Richmond, Virginia was made their capital. Congress declared war on April 14, 1861 for the purposes of preserving the Union. The first shots of the Civil War were fired two days earlier at Fort Sumter, South Carolina

The war that ensued was long and deadly. Over 500,000 soldiers were killed, by far, more than any other war in American history. Both the north and the south won many major victories. Many battles proved inconclusive. The northern side, however, had more people and supplies. The turning point in the war occurred between July 1-3 of 1863 at the Battle of Gettysburg. It was the only time the south waged a major battle on northern soil (not including battles fought in border states). The Union (Northern) army was victorious and drove the Confederates back to Virginia.

In 1864, the Confederate Army was further weakened. Union forces had cut the Confederacy in two separate parts by taking over the Mississippi River and the port of New Orleans. Robert E. Lee's army was also under constant attack from Union general Ulysses S. Grant throughout Virginia. Finally, after

Union forces invaded the Confederate capital of Richmond, the Confederate States of America were forced to surrender on April 9, 1865 at Appomattox Courthouse, Virginia. The war was over and the Union was preserved.

Questions

1. What could be a title for the introductory paragraph?

A. The Civil War: The Government's Role in the Conflict

B. The Civil War: The Battle of Gettysburg

C. The Civil War: The Deadliest War in American History

D. The Civil War: Why it Happened

2. The Second Paragraph describes....

A. The major battles of the Civil War

B. How the southern states seceded and formed their own government

C. Why Richmond Virginia was made capital of the Confederate States of America

D. How the Southern states won the Battle of Fort Sumter

3. The third paragraph describes...

A. How the Northern states started to win the war

B. How the Southern states started to win the war

C. How the Southern side had more soldiers and suppies

D. How the Civil War started at Fort Sumter, South Carolina

4. The final paragraph describes....

A. How the Confederate Army was defeated by Union forces

B. How the Confederate Army invaded the North again.

C. How the Union Army was forced to surrender.

D. How the Confederate Army saved their capital city of Richmond.

4. Wall Street Culture - the heart of America

For Americans, the most important street in the USA is Wall Street. In the United States of America, there are plenty of famous streets. But of all the streets in world, there is one which is in the news every day: WALL STREET.

This is the street on which fortunes are made and lost. But more generally what goes on the street is of vital interest for most Americans and the rest of the world too. As they say, when Wall Street sneezes, America catches cold.

The New York Stock Exchange, Wall Street.

Say "the streets of New York" to a non-American, and he'll probably think of Times Square, Madison Avenue or Broadway; but mention the subject to an American and for many the first name that comes to mind will be Wall Street.

For many, Wall Street is indeed just "the street", probably the most important street in the USA or even in the world; for what goes on on Wall Street, more perhaps than what goes on in Congress, can have a direct influence on the lives of everyone in the USA, if not most people in the world. Wall Street is of course the home of the New York Stock Exchange, the financial heart of the American business world. Each day, billions of dollars of shares are traded on the floor of the stock exchange on behalf of companies, pension funds and private individuals wanting to protect their investments or their life's savings, and make sure that they too are on the bandwaggon of prosperity.

Wall Street's ups and downs affect the lives of most Americans

The New York Stock Exchange is the biggest and most active stock exchange in the world; over half of all adult Americans have some, if not all, of their savings invested directly on Wall Street, so it is not surprising that thefluctuations of the Street's famous indexes, the Dow Jones and the Nasdaq, are followed daily by millions of ordinary Americans. When the Dow and the Nasdaq are on a rise, millions of Americans feel more prosperous; when they are falling, millions start feeling worried about their financial security and their retirement years.

Yet more importantly, when Wall Street booms it is a sign that the American economy is booming, creating jobs and prosperity for people throughout the nation; when Wall Street slumps for more than a short period, it is because the American economy is slowing down, putting investment and jobs at risk.

Nevertheless, in spite of its periodic crashes and downturns, most Americans know very well that by investing directly in the stock market, they are probably ensuring the best possible long term return on their investments.Over time, direct investments on Wall Street have always done better than most other forms of long-term placement, and logically speaking this is inevitable. Ultimately, most forms of investment depend on the performance of the US economy in general, and by investing directly on Wall Street, American investors are simply ensuring that they personally take full advantage of the growth of the stock market, rather than share their gains with banks, investment trusts or other intermediaries offering investment services.

CRASHES ON THE STREET

The risk of a crash on Wall Street is a reality that must always be borne in mind: Wall Street "crashed" most spectacularly in the fall of 1929, when share values dropped over 50% in the space of a few days. By the time the

fall bottomed out in 1932, over 80% had been "wiped off" the value of shares on the American stock market, and the Great Depression had begun.

Before 1929, as the stock market boomed, over a million Americans had been speculating on the Street, borrowing money that they did not have in order to buy shares for sale at a profit. When the crash came, hundreds of thousands of these speculators, both individuals and companies, went bankrupt, causing immense distress and poverty.More recently, Wall Street crashed in 2007 - 2008, almost triggering a collapse of the world financial system. When the stock market eventually stopped falling in March 2009, it had lost 54% of its value, and many people had lost their life's savings.

Previously in 1997, almost over a third of its value was wiped out in a few days; but this time the consequences were less dramatic. While most Americans saw the value of their savings tumble, few went bankrupt as a result.

In today's America, borrowing money solely for the purpose of speculating on Wall Street is not a common habit, so the money that was "lost" in recent crashes was mostly money that people owned themselves, not money that they owed to someone else. One day no doubt, in some unforeseen future, Wall Street will crash spectacularly again; but when that happens there will have to be both a cause and an effect.

The most likely cause will be a major world crisis; the most likely effect, given today's "global economy", will be a major economic catastrophe around the world, perhaps similar to the hyperinflation that affected Germany under the Weimar republic. If that happens, society as we know it will grind to a halt, and most forms of saving, except perhaps gold and real estate, will lose most of their value; until that day, Wall Street will remain as one of the nerve centers of the global economy.

Vocabulary:

be on the bandwagon: **be part of** - bear in mind: **remember** - comes to mind: **he thinks of** - distress: **alarm** -fluctuation: **ups and downs** - grind to a halt: **stop** - likely: **probable** - on behalf of: **for** - plummet: **fall sharply-** purpose: **reason** - real estate: **land and buildings** - retirement years: **years when one no longer works** -share: **investment**, **bond** - slump: **go downhill, fall** - solely: **just** - stock: **share**, **investment** - trade: **buy and sell** - tumble: **fall**

Exercises:

Replace all the missing endings in this extract from the article. Some of the endings test your grammar, others test spelling, and a few test if you have learned all the vocabulary.

The risk of a crash on Wall Street is a real____ that must always be b______ in mind: Wall Street "crashed" most spectac_____ in the fall of 1929, when share values dro_____ over 50% in the space of a few days. By the time the fall botto_____ out in 1932, over 80% ha__ been "wiped off" the value of shares on the American stock market, and the Great Depre_____ had beg____.

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More recen_____, Wall Street crash_____ in 2007 - 2008, almost trigge_____ a collapse of the world financ_____ system.

5. Thanksgiving- a very American festival

Thanksgiving is perhaps the most American of America's festivals. While many countries have days when everyone eats a lot, only the Americans have a day on which they celebrate having enough to eat. Perhaps this may seem rather superfluous in a country whose inhabitants are today among the best-fed in the world; but to Americans, Thanksgiving is a reminder that this was not always the case.

The last weeks of the year are a festive time in most countries; but while Europeans just celebrate Christmas and the New Year, Americans begin their festive season about a month earlier. The feast of **Thanksgiving**, celebrated on the fourth Thursday in November, is second only in importance to Christmas in the American calendar of feast days.

Thanksgiving is the oldest non-Indian tradition in the United States, and was first celebrated in the year 1621. It was in this year that the men and women in Plymouth, one of the first New England colonies, decided to establish a feast day to mark the end of the farming year As **devout** Protestants, they called their feast day "Thanksgiving", a day on which people could celebrate and give thanks to God for the **crops** that they had managed to grow and **harvest**. This was not in fact an original idea, but was based on the English "Harvest Festival", an old **custom** whereby people gave thanks to God once the crops were all in.

In America however, a successful harvest was more significant than in England, for any **failure** to bring in an adequate supply of crops could be fatal for a new colony, **struggling** to set itself up in an alien continent. While several early North Americans colonies failed because the colonists were killed off by **disease** or fighting, others perished because they did not have time to prepare enough land and grow enough food for their needs during the long cold winter months. The year 1621 was a particularly **bountiful** one for the Plymouth colonists, so they "gave thanks" for their good fortunes. In the years that

followed, other colonies introduced their own Thanksgiving festivals, each one at first choosing its own date, and many varying the date according to the state of the harvests. In 1789, President George Washington gave an official Thanksgiving Day **address** in honor of the new Constitution; and Thanksgiving Day, like Independence Day (July 4th) became one of America's great days.

Nevertheless, initially the date was not fixed nationally; indeed, it was not until 1863 that President Abraham Lincoln declared that Thanksgiving Day should be celebrated on the last Thursday of November. Other presidents made similar proclamations, and the date of Thanksgiving tended to move around until the year 1941, when Congress and the President jointly declared that it should henceforth be fixed on the fourth Thursday of November. Since then, Thanksgiving Day has remained fixed.

THANKSGIVING RITES

Once a communal festival, where whole communities celebrated together, Thanksgiving is today the great family festival; but apart from that, it has not changed greatly. The heart of Thanksgiving is still the fruit of the land; and the Thanksgiving feast is based, essentially, on the native American foods that allowed the early settlers to survive: turkey, corn, potatoes and **squash**.

The wild turkeys, large birds that lived in the forests of North America, were like a miracle for the early colonists who could trap them with ease; and turkey has always been the centerpiece of the Thanksgiving feast. Potatoes were unknown to Europeans before the discovery of North America, and it was Indians who taught the early colonists how to grow them and eat them. Maize, the great native North American cereal, is another ingredient of the Thanksgiving meal, eaten in the form of sweet corn. Finally, for dessert, no Thanksgiving meal is complete without "pumpkin pie", the traditional tart made from pumpkins, enormous round orange types of **squash**.

Vocabulary:

Devout: strict, pious - crops: plants that can be eaten - harvest : picking of fruit, or cutting of cereal crops - custom: something done regularly - failure (n) : from the verb to fail, to not succeed - struggle: fight - disease: sickness - bountiful: abundant - address: speech - henceforth: from that time onwards - squash: vegetables such as courgettes (zucchini) and marrows

Exercises:

Rephrase the following sentences in your own words, starting with the prompt given:

١) Thanksgiving is second only in importance to Christmas in the American calendar of feast days. Christmas is ....

٢) Any failure to bring in an adequate supply of crops could be fatal for a new colony. A new colony ………....

٣) Turkey has always been the centerpiece of the Thanksgiving feast. Americans.....

٤) Potatoes were unknown to Europeans before the discovery of North America.
Until North America .... no-one ………....

6. Who killed Martin Luther King?

On the night of April 4th 1968, someone was waiting opposite the windows of the Lorraine Motel, in downtown Memphis. In front of the motel, a big white Cadillac was parked; it was the car in which the Rev. Martin Luther King was being driven round, as he traveled through the southern states, speaking to audiences in towns and cities, promoting the cause of non-violence and civil rights. When King stepped out onto the balcony, to take a breath of

fresh air after eating his dinner, a shot rang out. The civil rights leader and Nobel-prizewinner, the man who preached non-violence, fell to the ground, fatally wounded. Within minutes, he was dead.

The news spread like wildfire round the USA; the man who had done more, perhaps, than any other to further the rights of Black people in the United States of America, had been assassinated, it seemed, by a lone sniper, a white extremist. Weeks later a man by the name of James Earl Ray was arrested and sentenced to 99 years in prison for the assassination. But is that really what happened? Though James Earl Ray initially confessed to killing King, it was not long before he retracted his statement; and to this day, there are those who do not believe that Ray was actually guilty of the crime for which he spent almost 30 years behind bars. Indeed, the calls for Ray's release grew stronger by the year, to the point that even Dexter King, Martin Luther King's son, now believes that Ray was not his father's assassin. But if Ray did not do the deed, who did? And why? Was it just a pure racist crime? Or was this a political assassination ordered by some faceless figures in some secret service? The theory that King was really assassinated by the Secret Service has been growing more and more popular over recent years, and was even the subject of an "X-Files" episode. So how real is the conspiracy theory? And what reasons might anyone other than a racist have had to get rid of a charismatic and peaceful leader like Martin Luther King?

We have to take ourselves back to 1968. Since 1955, King had been at the front of the Civil Rights movement in the USA. He had given great support to the year-long bus boycott in Montgomery, Alabama, which eventually led to the desegregation of public transportation; he had used his skills as a passionate orator to inspire black people to stand up for their rights, in housing, education and other civil rights; and he had gained the backing of a growing number of whites. He was in the front line of the anti-segregation demonstrations in

Birmingham, Alabama, in 1963, which probably did more than any other protest to further the cause of civil rights.

During his brief presidency from 1960 to 1963, Kennedy paved the way for a Civil Rights Act, which would officially ban race-based segregation throughout the USA. Though Kennedy was gunned down before he had time to put the act through Congress, Lyndon Johnson completed the job, and by the end of 1964, the Civil Rights Act was law, and Martin Luther King had won the Nobel Prize for Peace.

Racism, however, had not disappeared. More laws, including the 1968 Civil Rights Act, were needed to fully eradicate all forms of official racism. But even then, laws could not change the deep-seated bigotry of many southern whites; the more Civil Rights laws were passed, the more some racist groups felt threatened. 1968 was a crisis year in many countries. The Civil Rights movement in the USA had more or less merged with the anti-Vietnam War movement. Black leaders like King were being joined by the pacifist gurus of a new generation of educated young white Americans, Bob Dylan and Joan Baez. At the same time, in the black ghettoes of the rustbelt cities, a new and more aggressive movement had emerged: Black Power. In the opinion of some observers, America was slowly sliding towards civil unrest on a large scale. Though King, with his non-violence, was no supporter of civil conflict, he was the no.1 figurehead of black America hence the conspiracy theory.

According to the theory, King was assassinated by the government (whoever that may have been) to prevent the USA from severe civil conflict. A week before King was assassinated; a peaceful march in Memphis had been provoked into violence by a gang called "the Invaders". Nobody knows who was behind the Invaders - but someone was. James Earl Ray admitted that he was involved in the assassination of King, but claimed that he was part of a plot, the dumb guy who was used by others who tricked him into it. He claimed that the

gun that killed King was actually fired by a man called "Raoul" - but who Raoul was no one knows. Dexter King, who has studied events surrounding his father's death in the minutest detail, now believes that Ray was telling the truth.

In July 1997, a judge in Memphis announced that new scientific tests suggest that it was not Ray's gun that fired the bullet that killed King.

So if it was "Raoul", not Ray, that really assassinated Martin Luther King, why did he do it, and on whose orders? Was it the CIA, or some other secret organization, nervous about rising black militantism and opposition to the Vietnam war? Or was King's assassination masterminded by some secret white supremacist organization? Maybe we will know one day, maybe not.

Vocabulary:

shot: , **gunshot, sound of a gun being shot** - retracted : **withdrew**, **denied, took back** - release : **liberation**, **freedom**, - get rid of : **eliminate**, **kill** - backing :**support**, **help** - act : **law** -eradicate : **eliminate**, **remove** -bigotry : **narrow-mindedness**, **people with narrow and fixed ideas, extremism** - rustbelt : **The Rustbelt is the part of the USA (from Chicago to Virginia) where old fashioned heavy industries have gone into decline –**

Exercises:

Vocabulary exercise

Select the best equivalent of the following words used in the article:

wounded:	amused, hurt, confused
to further :	to promote, to stop, to discourage
like wildfire:	very fast, slowly, in an excited manner
behind bars :	drinking, working in a pub, in prison

release: liberation, imprisonment, record

deed: action, death, plan

paved the way: seriously opposed, prepared, did nothing about

hence: next, this explains, here

masterminded: analysed, planned, killed

Comprehension questions:

1. Why did more and more people call for the release of James Earl Ray?
2. Why do some people believe King was assassinated by the CIA?

SYNTAX: Tenses

After listening to (or reading) the article, students should replace the verbs and participles in this extract in the correct form.

On the night of April 4th 1968, someone (wait) ________________ opposite the windows of the Lorraine Motel, in downtown Memphis.

In front of the motel, a big white Cadillac (park) _______________; it (be) _____ the car in which the Rev. Martin Luther King (drive round) _______________________, as he (travel) __________________ through the southern states, (speak) ____________ to audiences in towns and cities, (promote)_____________ the cause of non-violence and civil rights. When King (step)___________ out onto the balcony, (take) _________ a breath of fresh air after (eat) ____________ his dinner, a shot (ring) ___________ out.

The civil rights leader and Nobel-prizewinner, the manwho (preach) ______________ non-violence, (fall) ________ to the ground, fatally (wound)______________. Within minutes, he (be) _________ dead.

The news (spread) ____________ like wildfire round the USA; the man who (do) ____________ more, perhaps, than any other (further) ______________ the rights of Black people in the USA, (assassinate) ________________, it

(seem) _____________ , by a lone sniper, a white extremist. Weeks later a man by the name of James Earl Ray (arrest)_________________ and (sentence) ______________ to 99 years in prison for the assassination. But is that really what (happen) _______________ ?

Though James Earl Ray initially (confess)____________ to (kill) __________ King, it was not long before he (retract) _____________ his statement; and to this day, there are those who (not believe) __________________ that Ray (be) ____________ actually guilty of the crime for which he (spend) _____________________ almost 30 years behind bars.

Indeed, the calls for Ray's release (grow) ____________________ stronger by the year, to the point that even Dexter King, Martin Luther King's son, now (believe) _________________ that Ray was not his father's assassin.

7. All you need is Love - A (true) Celtic Fairy Story

Angela's Ashes, the autobiographical novel by Irish writer Frank McCourt, was a runaway bestseller; McCourt told of the terrible misery and suffering of his childhood in the poor district of Limerick; but was it really as bad as that? Here writer Leanne Meyer tells the true story of another large Irish family, and how they coped with life.

The first thing you notice is the fire. And then you realize that this has more to do with the family than the outside temperature. Their father used to stoke the fire each morning to warm them up before school, and this was also where he would toast the bread which would blacken their faces and taste like charcoal.

Sadly, their father died a year ago. But as we speak "Mammy", at sixty-five, is walking to town to buy the goodies her boys need for the weekend. What makes their mother remarkable is that she bore six boys, four of whom still live

at home, along with 12 girls, two of whom are also still at home. Yes, Mammy was pregnant for 18 years of her life and almost produced a child a year. All the babies arrived naturally with the smallest weighing a good seven pounds and Owen, the biggest, registering a whopping 13 pounds on the scales.

After the birth of Susie (the youngest) however, Mammy moved out of the marital bed and into the "girls room." As committed Catholics, who ensured that their family went to confession every Saturday and mass each Sunday, this was the right and only way. All eighteen children still live in Waterford, Ireland. Not one child has been lost. Twelve of them have their own families, making Mammy a grandmother forty-eight times over, with three great grandchildren as well. One daughter-in-law claimed that she would break Mammy's record. Not surprisingly she gave up after the birth of her tenth child.

Mammy on the other hand reveled in raising her brood with not even the assistance of a disposable nappy. Meals were cooked in a pot "big enough to bath a baby in", using all four plates on the cooker. The twelve girls shared a room and the six boys shared another. Each room had a double bed, where on average six kids slept. If you were small enough you slept in the chest of drawers which has only recently been sold. Otherwise you had to find your own spot somewhere between the bed and the chest. When it came to personal hygiene, you just made sure that you got into the bath or sink (depending on your size) first. Understanding the scale of what it means to have twenty people in the house, had to lead to the question, "How did your father afford it?" This stops the conversation immediately.

"Daddy was a block layer (a builder) which was a very good job in those days."

They truly believe that they were blessed; that they did not want for anything. Yet they tell stories that fellow countrymen have written books about, lamenting the conditions in which they grew up.

Firstly there was the food. They reminisce about how their father used to make the most delicious chicken soup. But how all that changed when Carole found the rabbit carcasses in the shed. Their father also later admitted to using sweetbreads when no rabbit could be found. "You know testicles form part of sweetbreads."

Then gales of laughter are the only response to what some would consider a gourmet horror. Then there had to be the pig's head. These girls, however, are quite practical about how pigs tongue really tastes like corned beef, and then proceed to tease Susie because their father used to give her cooked pigs tails to suck on as a baby, and she apparently "loved it". Even in midwinter when building work was scarce and there often wasn't enough money for electricity, they spent time in the upstairs room telling ghost stories, which in retrospect, they point out is quite silly as they would all be terrified but could not switch the lights on. When sleep came there was always a fight about who would sleep in the middle, as this was the warmest place to be.

The only thing the children say they missed while growing up was being Mammy or Daddy's "pet." There was never space for one child to be treated differently from another; but that, no doubt, was actually the key to this abundant family's remarkable coherence.

All this joy in living may sound the stuff of fairy tales; but this is the story of a real family that is solidly anchored in reality, with moments of drama and pain.

Often the children missed out on school trips as there was not enough money to pay for the outing. In fact, daughter Carole was once so keen to go on a trip that she encouraged her teacher to come and speak to her parents. Proud Mammy told the teacher that Carole was ill and would not be able to attend; but. Unfortunately for Mammy, Carole was listening upstairs and shouted down that

she was not sick. She went on that trip and still remembers it as "one of the best days of my life."

Susie is still recovering from the loss of her fiancé at sea. Carole can recall the horrors of the convent she was sent to when, unmarried; she announced that she was expecting a baby. Yet it seems that it is all a question of attitude and approach to life. It this family, it was all a matter of love, with no room for self-indulgence and self-encompassing privacy. All you need is love.

Exercises:

1. Comprehension questions:

Students can either answer these questions in writing, or the teacher can ask them orally, for oral answers.

1. How old was Mammy when she spoke to the writer?

2. How many children did she have?

3. How many grandchildren does she have?

4. How many sons does she have?

5. Who is the youngest child?

6. How heavy was the heaviest baby at birth?

7. What town does Mammy live in?

8. How big was Mammy's cooking pot?

9. How many bedrooms did the children have?

10. Where did the smallest kids sleep?

11. What was the father's profession?

12. How do the children feel about their childhood?

13. What did their father make his so-called "chicken soup" with?

14. What did Susie do with pigs' tails?

15. Why did the girls tell ghost stories in the dark sometimes?

16. Why did they fight after telling ghost stories in the dark?

17. What did the children miss most about their childhood?

18. What else did they regret?

19. Why did Carole ask her schoolteacher to talk to her Mammy?

20. What did Mammy tell the schoolteacher?

21. Why was Carole sent to a convent?

22. What tragedy affected Susie's life?

2. Syntax

Replace the missing relative -or nominal relative - pronouns (that, which, who, whom, what, how) in the following sentences. These sentences are very indirectly modeled on examples in the article.

1. My brother is a computer expert, _________ is a well paid job.
2. I told them about __________ we found our way home again.
3. Many Irish writers are among the great names of ________ is known as "English" literature.
4. They could never agree about ________ would use the bathroom first.
5. __________ I can't understand is ________ he made chicken soup using rabbits.
6. I have four brothers, one of _________ is in the navy.
7. This is an exercise ________ is not very easy.
8. I told them _________ I thought about their ridiculous proposals.
9. Read the instructions if you want to know _________ to do.

8. Skiing in the wind

How technology helps skiers go faster than ever?

There was a time when sports just involved human **stamina** and muscle power; not so today...

Science and technology have made their way into competition sports such as skiing and athletics, almost as much as they have in the world of motor racing. Equipment manufacturers are spending increasingly large budgets on research and development, and making more and more use of state-of-the-art materials, such as kevlar and carbon fibres in the production of a whole range of sports items, from skis to tennis rackets. At the same time, designers are using computer assisted design programs to produce low-weight high-performance equipment, which is stretching the capacity of today's athletes far beyond that of previous generations of champions. Everywhere, technology designed to help aerospace or other mechanical engineers, is being used to help sportsmen reach new frontiers of achievement.

Members of Britain's speed skiing team, for instance, used the wind tunnel facilities of a marine technology company, in order to obtain the best possible aerodynamic efficiency, as they prepared for recent winter Olympics. To measure the drag forces, ski bindings were attached to a table anchored to a 6-component strain gauge directly beneath, and each team member was videoed in an air stream of 40m a second. Through a window in the chamber floor, the skier was able to see his image in profile, together with a numeric display showing the drag force he was generating, so that he could adopt the best position. Speed skiing was introduced in the Olympics in the 1990s..

Vocabulary:

stamina: **ability to continue an effort** - state-of-the-art: **ultra modern, cutting-edge** - previous **- past, earlier** - achievement: **success - -** drag forces: **CX, wind resistance** - bindings: **attachments** - strain gauge:**apparatus for measuring tension** - display: **visual indicator**.

Exercises:

Active to passive: The passive voice is commonly used in scientific and technical English – more so than in "normal" writing. More attention is paid to statistics and results than to the people responsible for them. The text uses a mixture of active and passive structures. Transform the verbs in these extracts from Skiing in the Wind from the active to the passive voice.

١) Equipment manufacturers are spending increasingly large budgets on research and development.

٢) They are making more and more use of state-of-the-art materials such as kevlar and carbon fibers in the production of a whole range of sports items.

٣) Designers are using computer assisted design programs to produce low-weight high-performance equipment.

٤) This is stretching the capacity of today's athletes far beyond that of previous generations of champions.

٥) Members of Britain's speed skiing team used the wind tunnel facilities of a marine technology company in order to obtain the best possible aerodynamic efficiency.

٦) Through a window in the chamber floor, the skiier could see his image in profile.

٧) A numeric display shows the drag force he was generating.

9. Charles Babbage - The Father of Computers

WHO invented the first computer? And when?

The answer will surprise you: it was Charles Babbage, in the year 1832. Babbage, who was born in London in 1791, was a great mathematical **genius**. He was a natural inventor, and invented all sorts of new products. When he finished school, he went to study mathematics at Cambridge University. Later, he got a job teaching at the university ; and while Professor of Mathematics in this illustrious university, he designed his "first difference **engine**".

This was, basically, a hand-operated mechanical calculator. He took nine years to build a part of the machine. This machine, which is in the London Science Museum, can make complex mathematical calculations. It is a basic mechanical computer. Babbage **dreamed** however of more complicated machines. In fact, he did not only dream; he began to design them. The result was a series of "analytical engines" which were in fact powerful computers!

His designs contained processors (he called them "mills"), control units, a memory (he called it a **store**), and an input/output system. These are the four essential parts of a modern mathematical computer!

Alas, Babbage was born 100 years too soon! His "second difference engine" could not use electricity, since this had not yet become a usable source of power; so Babbage had to **make do with** mechanical systems. For this reason, the machine was big and very complicated, and very expensive. Though Babbage produced complete plans for the machine, he could not build it. It was too sophisticated for its age!

It was not until almost 160 years later that Babbage's "second difference engine" was finally manufactured. The first **working** version of this machine was built by the Science Museum in London, for the Babbage **bicentenary** in 1991. It can now be seen at the Museum; a second machine was then built for

an American high-tech millionnaire, who put it in the Computer History Museum, in Mountain View, California. Babbage's analytical engines would have used "programmes" like those used in the textile industry to make complicated patterns; but they were never built. This brilliant mathematician really was too far ahead of his time !

WORDS:

invent: - discover - **genius**: very clever person - **engine**: machine -**dream**: imagine - **powerful**: strong - **store**: reserve - **make do with:** use nothing except - **working**: operating, functioning - **bicentenary**: 200th anniversary

Exercises:

Can you explain, in English, the following words and expressions?

- an inventor
- mathematics
- a university
- a memory
- mechanical systems
- a museum
- a millionnaire
- the textile industry

10. Crime-time Basketball

An unusual sports program that is helping some of the most disadvantaged young people in the USA

Alfred Jones didn't have much going for him when he was 17; a high school dropout living in the poor Atlanta suburb of Jonesboro South, he had little to look forward to other than a life of unemployment and petty crime, if not more crime. No one respected young men like Alfred, and Alfred had no self-respect either. No ambitions. Yet today Alfred is a student at Atlanta's Clark University, his self-respect has returned, and he's looking forward to getting a proper job. It's all down to basketball.... and a bit more.

Crime comes easily to many young men in the **tough** parts of America's cities; it's almost second nature, especially to **guys** who have no jobs and no money, and nothing to do. It comes easily at any time of day, of course; but at night it comes more easily still. The middle of the night is prime time for crime, and it always has been, especially when the nights are warm and it's good to be out of doors. Yet the level of crime in America's big cities has fallen considerably over the last two decades. In some cities, such as New York, the fall has been spectacular, and though America's cities may still be dangerous places at night, compared to most European cities, the improvement is real. One reason for this improvement is statistical; the number of young men in the 15-25 age group has fallen. However there are other factors too, including stricter policing; but less spectacularly, perhaps, there are also the numerous programs that have been set up, by cities and volunteer groups, to **provide** young people with alternatives to crime.

While Curtis Sliwa's Guardian Angels showed New Yorkers, then people in other cities, that tough young men could be just as happy and effective combating crime as participating in it, many other programs have also helped bring down the **crime rate.** The idea behind them all is much the same; to give

people something constructive or enjoyable to do, and **channel** their efforts away from crime. The concept of Midnight Basketball was first launched in 1986 in Maryland, by a **retired** federal employee, G. Van Standifer working at the time as town manager at Glendarden, a suburb of Washington. The federal capital has one of the highest rates of criminality in the U.S.A. . Faced with an "escalating crime rate" among "at risk" young men, mostly Blacks, Van Standifer saw that one of the main reasons for the rapidly worsening situation was boredom, the fact that young men had nothing to do - or at least, nothing they could afford to do, given that few of them had jobs.

With the help of some friends and volunteers, he set up the first Midnight Basketball program, opening the doors of a local sports center from 10 p.m. to 2 a.m., and inviting in anyone who wanted a game. Word soon got round, and before long groups of Glendarden's young men were dropping in to take part or **cheer on** their friends. The idea spread, and before long other cities and urban areas started opening up facilities to encourage young men in off the streets for basketball; by the early 90's, Midnight Basketball programs were running in 44 American cities, and a network of regional **leagues** was established. In 2014, twenty-eight years later, after some ups and downs, the concept of Midnight Basketball is still going strong, and Midnight Basketball tournaments are organised in many US cities, such as New Orleans, Newark and San Antonio. The idea has even spread to Australia. However, there is more to Midnight Basketball than just playing ball; there are conditions. Many players first take part in a "HOPE" session, HOPE being an acronym for Helping Other People Evolve.

Hope is a commodity that is often **in short supply** in America's run-down inner cities; at Midnight Basketball HOPE sessions, educators, community leaders and people with useful skills show 17-25 year olds how they can improve their situation in life. Pre-game seminars concentrate on subjects such

as getting a job, respect for women, and developing skills. When appropriate, participants are encouraged to get back into education of some sort. Many participants in the Midnight Basketball program are indeed high school dropouts, with no skills and no qualifications; for some, Midnight Basketball provides an opening that they would never otherwise have had.Alfred Jones is just one young man from the suburbs of Atlanta who has been successful; others, in other US cities, have done as well as he has, or even better. Alternatively, like Tony Johnson from San Francisco, they have got jobs. "I've changed my life completely," says Tony, who now has a full-time job with Nestlé. Previously, Tony's life was just "hangin' on the streets, bein' a menace, sellin' drugs."

Not all Midnight Basketballers will end up with a job or a qualification; not all will abandon crime. "It brings a lot of criminals to one spot and keeps 'em off the streets 'til it's over," says a San Francisco cop, without much enthusiasm. In San Francisco, as elsewhere, uniformed cops regularly sit in with the spectators, as trouble can flare up easily at Midnight Basketball sessions. Yet for many, Midnight Basketball has provided at least a first foot back on the road to hope; and that is a chance that, without it, they might never have had.

Vocabulary:

dropout: failure **- down to:** a result of - **tough**: hard - **guys**: men - **provide with:** give - **crime rate** : number of crimes - **channel**: direct - **retired**: former, who used to be - **cheer on:** applaud - **league**: championship - **is in short supply:** there is not enough of it - **skill**: practical aptitude

Exercises:

Rearrange the words to make questions that relate to the article above ....then answer them.

١) Q. the / is / crime / time / when / prime / for ?

A. ....

٢) Q. the / spectacular / fall / been / has / where / crime / in ?

A. ....

3) Q. reasons / are / improvement / what / for / the / this ?

A. ....

4) Q. the / what / behind / is / programs / idea / the ?

A. ....

5) Q. the / launched / was / concept / when / Basketball / of / first / Midnight ?

A. ....

6) Q. situation / was / of / reasons / what / the / one / main / worsening / for ?

A. ....

7) Q. part / today / many / men / how / young / take ?

A. ....

11. The story of Ellis Island

Mass migrations have marked the history of the human race ever since people began to dream of a better life

Mass migration is in the news in 2015, as hundreds of thousands of refugees from war-torn countries try to enter Europe. But a century ago, it was people in Europe who were migrating in mass, looking for a better life in the USA. Ellis Island, the small island in New York Harbor was, for millions of would-be immigrants, their first experience of the promised land.

The year is 1906, the date November 16th. Franz and Ulrike Schumacher and their three children have just **disembarked from** the Hamburg-Amerika line steamship that has carried them across the stormy North Atlantic Ocean from Germany. Like the thousands of other people **milling around** them, they are totally **bewildered**, caught up in a mixture of hope and apprehension, as they crowd into a vast waiting room. The room sounds like the Tower of Babel, for few of those in it speak a word of English. They speak German, Polish, Dutch, Hungarian, or Russian maybe, yet they have come, **seeking** a new life in a new world; and now they are on American soil for the first time. This is America! America! Or at least it is Ellis Island.

After **interminable** hours of waiting, the Schumacher family is finally called to a desk; immigration officials study their papers, and ask them where they intend to go. They don't ask how long they're planning to stay, however, since they know the answer already. All those who pass through Ellis Island -- and that could mean over 11,000 people per day -- are **would-be** immigrants. They are looking to start a new life in a new world. For many, passing through Ellis Island was not so much a matter of stepping into a new world, it was stepping into a new life, a new character. And so it was that the man who finally

led his family through the door and onto the ferry packed with a **jostling** crowd of new Americans was not Franz Schumacher any more, but Frank Shoemaker, even if he still didn't understand more than a couple of words of English.

Ever since the Declaration of Independence in 1776, the United States has been a nation of immigrants. While today the pattern of immigration is not what it used to be (most immigrants coming from Latin America or Asia) and immigration policies are now designed to restrict entrance to the USA, things were very different in the early part of the twentieth century. Ellis Island, almost in the shadow of the Statue of Liberty at the entrance to New York Harbor, was the first stop on American soil for some twelve million immigrants between the years 1892 and 1954.

For most, it was "a portal of hope and freedom"; for just a few, it was the "Island of Tears", when they were turned away for failing to meet the various immigration laws and requirements. During its years of operation, Ellis Island was the principal port of immigration into the United States, **processing** approximately 75% of all the immigrants into America over the period. The original **three acre** island got its name from a previous owner, Samuel Ellis. At the end of the eighteenth century, the State of New York secured the island in order to build fortifications as part of its harbor defense system.

It was in 1890 that that Congress set aside **funds** to begin improvements on the island, so that a federal immigration station could be built to replace the existing **facilities** at Castle Garden, in lower Manhattan. The original island was expanded to several times its size, and the new immigration station opened on January 1st, 1892. Five years later, it was destroyed by fire; but it was soon rebuilt, with an impressive French Renaissance style brick building, which opened for business on December 17th 1900 and processed 2,251 immigrants that very same day. The part of the building whose image remained most clearly

marked in the memories of those who passed through, was the vast registry room occupying the whole central section of the second floor; it was here that most of the processing of would-be immigrants took place.During the next half century, the small island grew to its present size, as it was joined by landfill to three **adjacent** islands. The main building was supplemented with a **power house**, kitchens, a hospital and **contagious** diseases wards, a dormitory building, a bakery and several other structures.

In the early 1920's, though, immigration declined sharply, as restrictive immigration laws were passed. These put an annual ceiling on immigration, and established quotas for each foreign nation. They also made it compulsory for would-be immigrants to fill in papers at the US consulate in their country of origin, rather than on arrival. Thereafter, only those whose papers were not in order, or who needed medical treatment, were sent to Ellis Island. The facilities were increasingly used for the assembly and deportation of **aliens** who had entered the USA illegally, or of immigrants who had violated the terms of their admittance. And finally, on November 12th 1954, the Ellis Island immigration station ceased operation.

Now it is open again, but as a museum, to tell the story of a fundamental stage in the making of modern America. The story needs to be told; what better place to tell it than on Ellis Island ?

Vocabulary:

disembarked from: got off - **to mill around:** to move around with nothing to do - **bewildered**: lost, anxious -**seek**: look for - **interminable**: long, endless - **would-be:** potential, hopeful - **jostling**: pushing - **processing**:filling in the documents for - **three acre**: 1.3 hectare - **funds**: money - **facilities**: buildings - **adjacent**: near -**power house:** generator room, where electricity is made - **contagious**: infectious - **aliens**: foreigners, non-Americans –

12. TEA and the British

The father of modern economics, Adam Smith, once described the British as a "nation of shopkeepers". He might just as easily have described them as a nation of tea-drinkers, since tea has long been a national favorite. The image of the tea-drinking British is not just a myth; it is a reflection of reality. Today, tea accounts for 43% of all the drink consumed in Britain, excluding plain water.

Here was a time in the 1960's and 1970's when some people believed that coffee would replace tea as Britain's favorite **beverage**. **In the event,** that did not occur, and today, tea remains firmly anchored as Britain's favorite drink, accounting for over two fifths of all the drink consumed in Britain with the exception of water. To say that the British are fond of tea is something of an **understatement**. From the Royal Family down to the humblest of the homeless and the out-of-work, tea is more than just a pleasure; it is an essential part of life! It is one of those things that distinguishe life in Britain from life anywhere else. The average Briton over the age of 10 drinks three and a half cups of tea per day, or 1,355 cups per year – mostly tea with milk in it — which puts Britain miles ahead of any other country in the international league of tea-drinking nations! Second and third in the league are the New Zealanders (889 cups) and the Australians (642 cups); in Europe, the nearest rival to Britain is Russia, where people only consume on average 325 cups of tea per year.

The popularity of tea in the United Kingdom has a long history, reflecting the nation's development since the seventeenth century. It was in 1657 that Thomas Garway, the **owner** of a coffee house, sold the first tea in London. The drink soon became popular as an alternative to coffee, and by the year 1700, there were over 500 coffee houses in the British capital selling the new drink. In those days however, it was not something for anyone; the cost of a pound of tea in the year 1700 (up to 36**shillings** a pound) was almost the same as it was in

1985 (average: £1.80 a pound).... but in 1700, a working man earned one shilling a week, compared to £140 in 1985!

For a century and a half, tea remained an expensive drink; many employers served a cup of it to their workers in the middle of the morning, thus inventing a **lasting** British institution, the "tea **break**"; but as a social drink outside the workplace, tea was reserved for the nobility and for the growing middle classes. Among those who had the means, it became very popular as a drink to be enjoyed in cafés and "tea gardens".

It was the 7th Duchess of Bedford who, in around 1800, started the popular fashion of "afternoon tea", a ceremony taking place at about four o'clock. Until then, people did not usually eat or drink anything between lunch and dinner. At approximately the same time, the Earl of Sandwich popularised a new way of eating bread — in thin slices, with something (e.g. jam or cucumbers) between them, and before long, a small meal at the end of the afternoon, involving tea and sandwiches had become part of a way of life.

As tea became much cheaper during the nineteenth century, its popularity spread right through British society, and before long, it had become Britain's favourite drink — promoted by the Victorians as an economical, warming, stimulating non-alcoholic drink. In working-class households, it was served with the main meal of the day, eaten when workers returned home after a day's **labour**. This meal has become known as "high tea". Today, tea can be drunk at any time of day.

The large majority of people in Britain drink tea for breakfast: the mid-morning "tea break" is an institution in British offices and **factories** (though some people prefer coffee at this time of day); and for anyone working outdoors, a thermos of tea is almost an essential part of the day's equipment. Later in the day, "afternoon tea" is still a way of life in the south of England and among the

middle classes, whereas "high tea" has remained a tradition in the north of Britain.

A CLASSIC ENGLISH "CUPPA"

To make tea, put two teabags or tea spoonful of tea into a warmed pot. Add boiling water, and leave to **brew** for three or four minutes. Serve with a **dash** of milk and/or sugar. Tea without sugar is the best accompaniment with sweet snacks (biscuits, jam sandwiches, cakes).

Some brands of tea:

Ty-Phoo, Brooke, Bond .. etc. "Standard" British teas are Indian varieties, which can be drunk quite strong.

Varieties of tea:

The best Indian tea is reputed to be Darjeeling tea. Assam tea is a much darker stronger tea. China teas are more delicate: the most popular are Keemum and Lapsang Souchong. "Earl Grey" tea is a **blend** of China and Darjeeling, **flavoured** with oil of bergamot.

Vocabulary:

beverage: drink - **in the event:** in reality - **an understatement**: the opposite of an exaggeration - **owner**: proprietor - **shilling**: 0.05 pounds (5 modern pence) - **to last:** to continue - a **break**: a pause - **labour**: work -**factory**: industrial building - **cuppa**: cup of tea - **brew:** infuse - **a dash**: small amount - **a brand**: a trade name - **a blend**: mixture - **flavour**: taste

Exercises:

Here is a summary of the article on tea. However, it contains 10 errors of fact. Can you find them, and correct them

Tea is the most popular drink in Britain, accounting for almost half the liquid consumed by people in Britain; furthermore, the British are the world's

biggest tea drinkers — having been so ever since Thomas Garway became the first person to sell tea in London, in the year 1567. Three hundred years ago, however, tea was a very expensive drink. Nevertheless, the great British tradition of the "tea break" began very early on, as employees got into the habit of serving tea to their workers in the middle of the day.

As a social drink, tea was initially reserved for the middle classes and the nobility, who could not afford it.

The ceremony of "afternoon tea", a snack of tea and sandwiches between lunch and dinner, was invented by the Earl of Sandwich in the early eighteenth century; then the drink became very popular with the Victorians, who preferred it to alcoholic beverages.

Today, tea is still extremely popular, since it can be drunk at mealtimes at any time of the day

13. Lucky Jim

An original short story by Walda Cameron

Lucky Jim Conley had **raked in** millions at the gaming tables, quadrupled his winnings **in the stock market**, won a fortune in the state lottery. Jason, the only child of Lucky Jim and his beloved Myrna, **was used to having his own way**. During the two years since Mom's death, Jason had waited patiently for Lucky Jim to **follow suit** and**bequeath** him full control of the family wealth. Jason was **eager to be a high roller** in his own right. But Jim's luck was **outlasting** Jason's patience. After his last medical exam, Lucky Jim's doc had proclaimed the old man to be **fit** as a forty-year-old. "Lucky Jim'll outlive us all, Jason."

Not **if I have my way**, Jason thought. **No way**. He breathed in the fog that hung like ghostly **sails** around the Lucky Too, as they made their way out to

the**lobster** grounds. **Jim claimed** that that was where the biggest and **best fish hung out** too.

She was a **sturdy** boat. Twelve black numbers shone against her white **hull**. Jason and Lucky Jim sat in chairs on the bridge. Lucky Jim leaned toward his son and **yelled** over the engine's noise: "Fog hanging light makes hungry fish bite." "Same old **crap** every time," Jason thought. "But, hey, that's what gave me my plan. Fishing in the fog....". Jason smiled at his father and nodded. He wouldn't attempt a reply since the old man's hearing was **his only failing faculty.** "Mind the lobster pots," the old man **hollered**. Jason nodded again. He knew exactly where the trap **buoys** were located. He'd come here every day for the past two weeks, drawn diagrams, memorized **bobbing** floats and channel markers. He'd **disabled** the maritime radio, **concealed** his weapon, left nothing to chance.

They were almost there. The boy's fog horn **blasted** its rude warning every fifteen seconds. "I'll tie up at the buoy," Jason called to Lucky Jim. "You get the lines over." Lucky nodded and moved to the **stern**, carrying two fishing poles.

Jason put in **ear plugs** before tieing a heavy rope over the buoy's flashing light. He pulled it tight under a square metal box half-way between light and water. A wave **gauge**? Weather predictor? Battery casing? The current swung the stern around. Jason turned toward Lucky Jim.

The old man stood at the side of the deck, profile toward Jason, head bent, **intent on** preparing his lines. Jason reached behind him and lifted a three-foot length of **two-by-four.**

BAM!

Lucky Jim never knew what hit him. Jason dropped the bloodied weapon **overboard**, grasped Jim from behind, tossed him over the side. The

satisfying splash **soaked** Jason. He untied the vessel from the buoy and headed home, **full-throttle**. Damn the fog! Lucky Jim's good fortune had **reverted** to him. At least the fortune itself had. He smiled.

The perfect crime. No **witnesses** to contradict his story that Lucky Jim had slipped on the deck, bumped his head, fallen overboard, been swept away before his valiant son could save him. Poor Jim was lost. "Yes, Officer," Jason **rehearsed**, "Dad and I always fished in the fog. Lucky Jim thought the fishing was better when clouds met water, but everyone knew it was Jim's luck that made the fishing good."

As Jason **eased**, bow-first, into his docking **berth**, he saw two uniformed figures on the dock. He cut the engine and climbed from the boat, his eyes wide with alarm. "Thank God, you're here, Officers! There's been a tragic accident." "We know," the taller cop said.

"My fath..." Jason pulled out the ear plugs. "What did you say?" They **cuffed** Jason's hands behind his back and **frisked** him. "You have the right to remain silent. Anything you say can and will be used against you..."

"Wait! Wait! What's going on here?" "**Don't waste your breath**, buddy." said the shorter cop, a woman with hard eyes.

"But, my father's just fallen overboard, I gotta get help....."

"Yeah son, we know all about it......?"

Jason's **jaw** fell. His eyes glazed with disbelief. He never even noticed when the female cop **cradled** his head and **shoved** him into the back seat of the car.

"But honestly he fell in, I didn't push him," said Jason feebly. "Yeah," she said. "That might of made a convincing story last week, but I guess **you didn't notice** the infra-red camera they just set up on the buoy out there to catch the lobster **thieves**.... It can see through the mist and the night like

its **broad daylight.**... The moment you reached those lobster grounds, they had you under surveillance. They thought you were the guys who've been taking their lobsters...."

"But you're a lucky guy," the male cop continued as he climbed behind the wheel. "Coast Guard just picked him up."

"And alive!" his partner said as she took her place beside him.

"Alive?" Jason croaked from the back seat.

"**Yup**," said the driver. "Unconscious, he was, but, last I heard, his heart was still pumping. Good luck for you. You'll be charged with attempted murder rather than murder. You'd better pray some of your luck rubs off on the old man and keeps him kickin'."

Vocabulary:

bequeath: leave, give - **berth:** place where a boat ties up - **blast:** make a loud noise - **bob:** go up and down on the surface of the water - **bow** (rhymes with cow): front end of a ship or boat - **buoy:** large floating marker - **conceal:** hide - **cradle:** took hold of - **crap:** rubbish, shit - **cuff:** handcuff, tie - **disable:** disconnect - **eager:**keen, wanting - **ear plug:** an ear plug stops you hearing noises - **ease:** maneuver, move - **fit:** in good form, healthy - **follow suit:** do the same - **frisk:** check that someone is not hiding weapons - **full throttle:** full speed -**gauge** (rhymes with page): meter, measurer - **have one's own way:** get exactly what one wants - **holler:** shout - **hull:** the main part of a boat - **in the stock market:** on Wall Street - **intent on:** concentrating on - **jaw:** bottom half of the mouth - **lobster:** a large and expensive crustacean, like a long crab - **no way:** certainly not - **outlast:**last longer than - **rake in:** win - **rehearse:** prepare a speech - **revert to:** come to - **sails:** a sail catches the wind, and makes a sailing ship move forwards - **soak:** wet - **stern:** back end of a boat - **sturdy:** tough, resistant - **was used to having:** was in the habit of having (do

not confuse with **used to have**) - **witness:** person who sees a crime - **yell:** shout - **yup:** yes

Exercises:

Lucky Jim: **Words and meaning:** Select, logically, the nearest equivalent to each of the words or phrases indicated, from among those proposed: 1. **high roller:** a) a pilot, b) a big player, c) a top sportsman 2. **if I have my way:** a) if things happen as I want, b) if I go away and live my own life, c) if I take charge of this boat. 3. **Jim claimed**: a) Jim pretended, b) Jim shouted, c) Jim believed. 4. **The best fish hung out:** a) the best fish lived, b) the best fish disappeared, c) the best fish could be dried 5. **his only failing faculty**: a) almost the only thing he could do easily b) the only function of his body that was not still as good as ever c) the only thing he had never done well. 6. **two-by-four:** a) two feet by four feet b) eight feet long c) two inches by four inches. 7. **overboard:** a) into the boat, b) as fast	**Lucky Jim:** **Reusing information:** After Jason's arrest, the local coast guard chief had to write a report explaining the events that took place. Here is the report he wrote, complete it as appropriately as possible. On Thursday morning, I was in my office as usual. At 9.15, I looked at the closed-circuit TV monitor, that we had recently installed in order .... I noticed .... At 9.21 the boat, which I recognised as ..... I knew that Jim Conley and ...... I did not think that ...... Nevertheless, I continued watching, as .... At 9.23, I saw Jason Conley take ..... The old man .... Jason .... I could see ...... So immediately I ordered one of our

as possible, c) into the water. 8. **Don't waste your breath.** a) Stop talking b) Don't breathe too hard c) Speak louder! 9. **Shoved**: a) guided, b) pushed, c) helped 10. **You didn't notice.** a) you didn't see, b) you didn't pay attention to c) you didn't think about 11. **thieves:** a) people who take things that are not theirs b) fishermen c) guards 12 **broad daylight:** a) just daylight b) full daylight c) night.	boats to .... Thanks to the camera, I was able to .... The victim was .... My officers applied first aid, and brought ..... I also phoned the police, who immediately sent a patrol car to .... Mr. Jason Conley .....

Comprehension questions:

1. Why did Jason commit this crime?

2. Why was he caught?

3. Why did Lucky Jim go out in the fog?

4. Why do you think that Jason had "disabled the maritime radio"?

5. Can you explain the difference between Lucky Jim's "fortune" and his "good fortune"?

Questions from answers:

Jason was interrogated by the police, once he reached the police station. Here are some of his answers. What were the policeman's questions?

1.Q Why...

It was his idea. He always liked fishin' in the fog.

2. Q Didn't ...

No, he didn't like going out by himself.

3. Q Why ...

'Cos he still treats me like a little child.

14. Americans fat and thin

Over the past 50 years, obesity has become a major health problem in the USA

One of the things that most surprises Europeans who set foot in the USA for the first time is the huge number of fat people. Not just "fat" people, such as one finds all over Europe too, people who are just a little bit overweight and happy to be so; but people of sometimes massive proportions, obese people who are not just twenty or thirty pounds heavier than they should be, but sixty or seventy or eighty pounds above normal. Even children. Fifty years ago, Americans were not overweight in the way they are today; so what is it that has brought about this change?

According to statistics from the American Center for **Disease** Control, at least a third of all Americans today (2008) can be considered obese — that is more than 25 **pounds overweight** for women, and 30 for men. Worse still, 21% of young people between the ages of 12 and 19, the age at which people should

normally be most concerned about their looks, are obese, compared to only 6% in the 1970s.

Obesity has become a real national disease, which particularly afflicts the poorer part of the population and cost America over 147 billion dollars in 2008. 50% of black women and 48% of Hispanic women are obese. The problem also tends to be worse in small towns and rural areas than in the big cities; there are not a lot of obese people in New York, for instance, where traveling by car can take such a long time that it is often much faster to go on foot, and many people live in old apartment blocks with no **elevator**.

Obesity is definitely a disease of modern America, which began to develop in the 1960s following a fundamental change in lifestyles. Americans stopped walking and taking part in sport; nowadays, everything can be done by car, and even suburban and small town banks offer drive-thru **tellers**. Sport and physical education programs that used to be compulsory in high schools and universities have generally become optional, and instead of playing cowboys and Indians, kids now spend most of their time in front of the television or playing video games. When they go to the movies, they **stuff** themselves with pop-corn. Many women who stay home get bored, but when they go out for a break, they simply jump into their cars and drive round to a neighbor's for a cup of coffee and some cookies.

For millions of Americans, the longest walk they ever do is the walk round the shelves of their supermarket. Besides, it is not easy to go for a walk in suburban America, where little is provided for the benefit of **pedestrians**. Eating habits have changed too. Not so long ago, Americans ate plenty of natural produce, fresh from the farm. Today, the fashion in supermarkets is for "enriched" foods. Vending machines offering candy and **pop** are omnipresent, and chocolate distributors and ice-cream sellers are all over the place; both young and old wash down their meals with pints of Coca Cola, Pepsi or

something similarly sugary. The "large" cups of cola sold in American restaurants contain almost a liter, and many places offer free refills!

Americans have gotten used to the new situation. In a Chicago **department store** recently, I was surprised to find that women's jackets started at the equivalent of European size 52! Wanting a smaller size for myself, I was sent down to the "Junior" department!

Sleek is Chic

Yet while being fat is the new "being normal", being thin has now become a symbol of social status. In the affluent districts of big cities, young ladies pride themselves on being sleek, while their mothers often look emaciated, almost like skeletons! Jackie Kennedy's famous saying, "You can never be too thin or too rich", is taken as gospel in these parts of America. It has to be, since top fashion clothes are not designed to be worn by fat people. Women and men spend fortunes on beauty products, extravagant health diets, and all kinds of cures and plastic surgery, to keep themselves thin. At the age of 70, Nancy Reagan was proud of the fact that she still took only size 6 (European size 36). But then, she was the President's wife — not an ordinary American

Vocabulary:

disease **: illness, sickness -** a pound **: 454 grammes,** 25 pounds **: about 11 kg -** overweight**: too heavy -** elevator**: lift -** teller**: cash desk -** to stuff: **to fill - pedestrian: person on foot** - pop**: Coke, 7-Up, etc -** department store : **big shop -** affluent**: rich, prosperous -** pride themselves on being **: are proud to be -** sleek**: slender, elegantly thin -**emaciated**: unelegantly thin -** gospel**: the certain truth -** plastic surgery**: medical operations for esthetic reasons.**

Exercises:

Here are synonyms of some words used in the article: find the original **words used:**

very big / very fat / a very big shop / an illness / a flat / country (adjective) / a sufficient quantity of / someone who lives near you / everywhere / just over half a liter.

Words endings: complete the endings of all the unfinished words in this extract, without consulting the original article. The carefully check your spelling. Take care: in TWO cases, you do not need to add any ending at all !!

Obes____ is definit____ a disease of modern America, which beg___ to develop in the 1960s follow_____ a fundamen____ change in lifestyles. Americans stop____ walk____ and tak____ part in sport; nowadays, everything can be do___ by car, and even suburb___ and small town banks offer____ drive-thru **tellers**. Sport and physic____ educat____ programs that used to be compul_____ in high schools and universities have genera___ become option____, and instead of play____ cowboys and Indians, kids now spend____ most of their time in front of the television or play____ video games. When they go to the movies, they **stuff** themsel____ with pop-corn. Many women who stay home get bor____, but when they go out for a break, they simply jump into their cars and drive round to a neighbor___ for a cup of coffee and some cookies.

15. Music: the story of the Blues

What is - or what are - the Blues? The Blues is a feeling, most African Americans will tell you. If your girl or boyfriend leaves you, for instance, it's quite likely you'll feel sad or **dejected** for days. In other words, you'll feel blue; you'll have the blues.

What few African Americans will tell you is that the origin of the expression isn't black and American, but English, although today it's usually associated with Black Americans. In 16th century England, people who were depressed were said to be **persecuted** by the "blue devils". Later, in 1807, American author Washington Irving already talked about "having a **fit** of the blues".

But the blues today is generally understood as being a type of music which expresses the feeling of depression which was once common to Blacks, due to oppression, **segregation** and problems with the other sex. This may be the reason why Blacks used to say "White men can't have the blues", at least not the same kind of blues

The origins of the blues are difficult to retrace because, quite naturally, an oral **genre** like the blues leaves few written traces. It seems to have developed about 100 years ago, though the name "blues" was not yet used at the time. It grew out of black field songs, **negro spirituals** and the white folk ballads imported by British **settlers** and somewhat modified on American **soil**.

The first blues recordings appeared around 1920. They were made by black women singers who were actually singing a somewhat **adulterated** form of the music which, strangely enough, was later called "the classic blues". **Ma Rainey** and **Bessie Smith** were the most authentic and popular performers of the genre in the 1920's.

The original country or rural blues did not come to be recorded until around 1925, when the record companies realised they could make quite a profit by asking black farmers, who were at best semi-professional musicians, to record a few songs for them in return for a little whisky and about $5 per song. The lady singers, being professional **entertainers**, of course requested more.

Thanks to this fortunate circumstance, we are now reasonably certain that the country blues originated from the Mississippi Delta (an area in the state of Mississippi which must not be confused with the Delta of the Mississippi river in Louisiana). Blacks here once made up over 90% of the population, and were heavily exploited and oppressed. Typically in this original form of blues, a black **sharecropper** would sing about his **hardships**, while accompanying himself on the guitar.

The rural blues also developed in the cotton-growing region of East Texas, and through much of the South Eastern part of the USA.

In the 1920s and 1930s, many Blacks migrated to the North and Midwest. They found work in the factories in Chicago, Detroit, St. Louis, and other cities; but ghettoes formed quite soon, when, by **sheer** weight of numbers, they began to**overwhelm** the whites who left city areas they had once had to themselves. Blacks brought their ethnic culture and their music with them. Blues singers migrated too, especially since, in a lot of cases, they were workers themselves, and like everyone else they were trying to **make a better living.**

A certain nostalgia for the south developed; but at the same time, the transplanted Blacks were becoming more sophisticated, prefering to listen to music played by musicians more sophisticated than the rural blues performers. Thus small blues **combos**, with piano, guitar, harmonica and other instruments, began to replace the solo performers. From the 40's onwards, they converted to electric instruments, and began to play a new form of blues, louder, more aggressive, which came to be called "urban blues".

In the 50's, Muddy Waters and Howlin' Wolf were among the major **exponents** of this type of music, and later served as models imitated by many sixties groups such as the Rolling Stones and the Animals.

After a period of **hibernation** in the 50's, the growing popularity of blues with young white audiences gave a lot of black blues-singers the opportunity to play again on a larger scale, for more money than before.

Still, it is quite clear that today the blues, as an independent genre, is no longer considered as very fashionable. Yet with its easy-to-learn three-**chord** structure, it is a convenient **springboard** for musical improvisation. It has had a wide influence on modern popular music of many varieties, and on musicians who wish to return to the roots of modern popular music before jumping off in another, perhaps new, direction.

Vocabulary:

persecute : attack, pursue - **dejected :**unhappy - **a fit**: an attack - **segregation** : separation of the races, racism - **a genre**: a type - **negro spirituals**: religious songssung by Blacks - **settler** : immigrant - **soil :**land - **adulterated**: impure - **entertainer**:artist - **hardship**: difficulty - **sheer**: pure - **share-cropper**: agricultural worker -**overwhelm**: dominate - **make a better living**: have a better life - **combos**: groups -**exponents**: players - **hibernation**: period of sleep - **chord**: two or more notes played together - **springboard**: point of departure.

Exercises:

١) There are words and expressions we use to indicate that what we are expressing is approximate, true to a certain degree, or apparently or generally true. How many words or expressions of this type can students

pick out? How does the meaning of each sentence change, if they are eliminated?

(Answers: 1; it's quite likely 2; usually. 3 generally, may; 4; seems to have, about, somewhat. 5; around, somewhat. 6; around. 7; reasonably)

٢) Explain the use of the following expressions. Is it possible to eliminate them and keep the same meaning?

1; In other words. 2; said to be 4; quite naturally. 5; actually. 6; at best. 7; heavily, Typically.

Have students write short coherent sentences, based on information in the article, to link the following words in the order given:

١. oppression / segregation / the blues
٢. traces / genre / origins
٣. "classic blues" / adulterated / Bessie Smith
٤. blues / sharecroppers / Mississippi delta / hardships
٥. cities / Midwest / ghettoes / combos
٦. 1960's / popular / white / money

16. Stephen Hawking; the world's finest mind

Doctors said he would die before he was 25. But British physicist Stephen Hawking, subject of the award-winning 2014 movie **The Theory of Everything** is still alive in 2015, and still working - at the age of 73 - at the University of Cambridge, where he has spent most of his life. This text is updated from a portrait of Stephen Hawking first published by Linguapress in 2001.

A few years ago, the description of an episode of the American cult TV cartoon show The Simpsons went as follows: "The world's smartest man saves the daughter of the world's dumbest man!"

The dumbest man was of course Homer Simpson; the smartest man, making a guest-star appearance in his favourite cartoon show, was Stephen Hawking, Lucasian Professor of Mathematics at Cambridge University, England. Many people would agree with the producers of The Simpsons that Hawking, one of the most **eminent** scientists in the world, has indeed the most brilliant **mind** of any living person today; yet it is a bitter irony that such a brilliant mind should be housed in a visibly **disabled** body.

There are a lot of people who would very much like to know how Hawking can manage to be such a great scientist, while being incapacitated by "motor neuron disease", which not only leaves him confined to a wheelchair, but also means that he cannot speak without the aid of a voice-synthesizing computer. Though it is a question that no interviewer has ever dared to ask Professor Hawking, Hawking's answer can be imagined; clearly, there is no necessary **correlation** between the two.

"My body may be stuck in a chair," he has said, "But my mind can go to the ends of the universe." Stephen was born in Oxford, the son of a specialist in tropical medicine, and naturally perhaps, given the circumstances, he became interested in science at a very young age.

By the time he was 15, he had decided to become a physicist, because physics, as he said, was the most fundamental of the sciences. After three years at Oxford University, when, as he himself admits, he did not work very hard, Hawking got a first class **degree** in natural sciences; he then moved on to do **postgraduate** study in cosmology at the university of Cambridge. He seemed to be destined to a brilliant future. However it was at this point that doctors diagnosed Stephen as suffering from motor neurone disease, a **crippling** illness

that usually leads rapidly to death. Doctors could see no reason why he would be any different from other sufferers, and he was told that he had little hope of living beyond the age of 25; it looked as if the finest mind of his generation was about to be snuffed out.

This was not to be the case. Hawking is now (2015) seventy-three years old, and still working at the University of Cambridge - living proof, is such were needed, of the power of mind over matter.

Against all the odds, Hawking completed his doctorate at Cambridge, then went on to a research post, firstly in the Institute of Astronomy, and then in the Department of Applied Mathematics and Theoretical Physics.

In 1974, at the age of 32, he had the great honour of being made a **fellow** of the Royal Society, Britain's oldest and most prestigious scientific association whose past presidents have included Newton, Lister and many other great names. When Hawking was **inducted** into the Society, the centuries-old induction ceremony, **whereby** new members come on stage to sign the historic **ledger**, was changed for the first time. In Hawking's case, it was the president of the Society, Sir Alan Hodgkin, who brought the ledger to him. As well as the prestige of being a Fellow of the Royal Society, Hawking has won a whole **string** of international prizes, including the Albert Einstein Award in 1978, and has received honorary doctorates from 12 universities.

Even though he is frequently referred to as the cleverest man on earth, in spite of his high profile, he is a man who is very much in touch with ordinary people. At Cambridge University, his professorship does not require him to teach classes or supervise students - but he insists on doing both. And students who have the great fortune to study under him know that they have a professor who can communicate on their level. As well as being a professor; Hawking is also a best-selling author, whose "Brief History of Time", written in 1988, is probably the most widely-read scientific book of all time. In it he managed to

put over his thoughts about such esoteric concepts as time, gravity, relativity and the origin of the universe, in a style and a language that any educated person could understand. Besides making a guest appearance in an episode of the Simpsons, Hawking also played himself in Episode 252 (Descent) of Star Trek; the Next Generation, a series of which he is - perhaps rather naturally - a great fan! The episode showed him playing a game of poker in the Holodeck, with Data, Einstein and Newton.

Apart from that, Hawking enjoys Formula One racing, classical music and also pop - a clear sign perhaps that great minds are not people with narrow interests. Perhaps that's why Hawking chose the universe as his field of study.

WORDS:

correlation: relationship - **crippling**: disabling, incapacitating - **degree**: university diploma - **disabled :** physically handicapped - **eminent**: highly respected - **fellow**: member - **inducted**: received, welcomed - **ledger**: book of names, of official records - **mind** : brain - **postgraduate**: higher level - **string**: collection, succession - **whereby**: in which, by which.

Exercises:

Phrases:

Explain the following expressions in your own words:

- snuffed out
- the power of mind over matter
- Against all the odds
- In touch with

17. Flying Times

The story of the jet plane - an invention that has changed the way we live

For millions of people, particularly in the United States of America, boarding a jet plane for a quick journey to a city many hundreds or even thousands of miles away, is very much a routine act. More than any other object, the jet airliner is the machine that has served to “shrink the globe”, bringing in the modern age of international travel and international economies; yet it was only in the 1950s that the first commercial jet passenger plane took to the skies.

Radlett, near London; April 1951; with a **deafening** roar, a great shining silver airplane **hurtles** down the runway outside the De Havilland Company's huge **hangers** on this airfield just north of London; a minute later, the world's first **jetliner**, the Comet, is **airborne** for the first time as the property of a commercial airline, B.O.A.C, the precursor of today's British Airways. At that moment, few of those on the ground watching the historic take-off could have had any idea of the impact that this new invention was going to have on civilisation in the second half of the twentieth century.

Yet without the jet plane to carry passengers over vast distances at high speed, be they businessmen, holidaymakers, politicians or even whole armies, the world in which we now live would be a very different place.The Comet that took to the skies that day in 1951, after a year of test flights, was of course not the first jet plane.It was in the year 1930 that an English engineer called Frank Whittle had **patented** the first jet engine; but in an all-too common British twentieth-century manner, Whittle and others failed to **grasp** the commercial and military potential of his invention, and it was a German company, Heinkel, who actually produced the first jet aircraft, in 1937.

The first British jet aircraft to fly was an adapted version of the Gloster E-28 in 1941; but in the fever of the war years, priority was given not to

developing experimental aircraft, but to mass producing those propellor planes, such as the famous Spitfire, whose performance was guaranteed. So it was not until 1944 that the world's first two real jet aircraft appeared, the Messerschmitt Me 262 in Germany, and the Gloster Meteor in England.

In the immediate post-war years, with the German aircraft industry out of action, development of jet aircraft technology progressed rapidly in Britain, as did aircraft design in general; and within three years of the ending of the war, the De Havilland company was working on its great project, the first passenger jet liner. A year after being handed over to BOAC, the Comet entered commercial service, with a flight from London to Johannesburg; but it was a premature beginning. Within two years, two Comets crashed in mysterious circumstances, and all existing planes were grounded. The cause of the problem was soon identified: it was metal fatigue, a problem that had not existed with the smaller lighter aircraft of earlier times. By 1955, a solution had been found, Comets were able to take to the skies again, and transatlantic jet services were reintroduced between London and major destinations; this time, the age of jet air travel had really begun.

A pioneering aircraft, the Comet however was not a big commercial success. Over in the USA, Boeing had been working on an American jetliner, and within weeks of the reintroduction of Comet services by BOAC, the first Boeing 707's came into service. Stimulated by sales on the vast North American market, the 707 was soon established as the world's leading jetliner, pushing Boeing to the top as undisputed world leader in its field. The Comet, France's Caravelle, and later Britain's Vickers VC 10, products of sophisticated but small national aerospace industries, could not hope to compete in the world markets against the domination of Boeing; and it was their relative failure that eventually forced national governments to support the creation of Europe's first really successful manufacturer of jetliners, the **Airbus** Consortium.

Today, thanks to a steady increase in the size of aircraft and an improvement in their efficiency, the cost of air travel has fallen by over 80% since the first Comet flights half a century ago. Once the exclusive reserve of a privileged few, air travel has become a very ordinary event, and in North America at least, something that is considerably more of a part of everyday life than taking the train. Thanks to cheap and rapid air travel, allowing businessmen and politicians to travel vast distances at relative ease, the nature of **trade** and international relations has changed profoundly. Sixty years ago, international meetings of heads of state were rare events; today they are daily **occurrences**; sixty years ago, few people from Northern Europe had ever seen the Mediterranean, and today's holiday resorts like Torremolinos or Cap d'Agde were just sleepy fishing ports; in military terms, the idea of a "rapid reaction force" was unheard of. If so much has changed since 1950, it leaves one wondering what people will be doing in 2050....

WORDS

airborne: in the air - **deafening:** very loud - **grasp:** understand – **hanger:** enormous garage for aeroplanes - **hurtle:** go very fast - **jetliner:** passenger plane - **occurrence:** event - **patent**: register a new invention - **shrink:** make something get smaller - **trade:** commerce - **usher in:** introduce, bring in

Exercises:

Syntax: There are two points to note with this article; a) participles, and b) demonstratives.

Photocopy and enlarge this blanked version of a part of the article, and have students replace all the missing -ing and -ed endings (or other past participal forms), after first studying the text carefully

The first British jet aircraft to fly was an adapt___ version of the Gloster E-28 in 1941; but in the fever of the war years, priority was giv___ not to develop___ experimental aircraft, but to mass produc___ those propellor planes, such as the famous Spitfire, whose performance was guarante___. So it was not until 1944 that the world's first two real jet aircraft appear___, the Messerschmitt Me 262 in Germany, and the Gloster Meteor in England.

In the immediate post-war years, with the German aircraft industry out of action, development of jet aircraft technology progress___ rapidly in Britain, as did aircraft design in general; and within three years of the end___ of the war, the De Havilland company was work___ on its great project, the first passenger jetliner.

A year after be___ hand___ over to BOAC, the Comet enter___ commercial service, with a flight from London to Johannesburg; but it was a premature beginn___. Within two years, two Comets crash___ in mysterious circumstances, and all exist___ planes were ground___.

The cause of the problem was soon identifi___: it was metal fatigue, a problem that had not exist___ with the smaller lighter aircraft of earlier times. By 1955, a solution had been found, Comets were able to take to the skies again, and transatlantic jet services were reintroduc___ between London and major destinations; this time, the age of jet air travel had really begun.

After students have done this exercise, make sure that they can **explain** and **justify** each correct answer.

Creative writing:

"If so much has changed since 1950, it leaves one wondering what people will be doing in 2050...."

Have students try their hand at producing a simple technical text, describing what travel may be like in the year 2051. They should use at least five of the following words and phrases in their 150-200 word document:

failure/ thanks to / markets / ordinary event / come into service / aerospace industries / cost

18. Blue Gum Tree - a short story

By: Pat Boyle

It was a week night, we were a half dozen guys in our late teens, **hanging around** 'the flat' - as usual. The flat was sparsely furnished, a few old chairs in the **lounge**, plenty of chrome and formica in the kitchen, a mattress on the floor of each bedroom. The only thing of any real value in the place was "the Stereo". Like a **shrine** we would kneel before it, changing records, or adjusting the tone controls. After a time, even this most **holy** of **appliances** grew tiresome.

We wanted action. We got in the car - a big white Valiant, big enough for all of us to crowd in to - and off we went, in search of adventure. We soon found ourselves at Blue Gum Corner, a place named after the lone huge old blue **gum tree** that stood by there, a well-known local landmark. It stands at a minor intersection leading to our town. The trunk is tall and smooth with no handholds for climbing. About six metres from the ground the first branch sticks out over the road.

We parked beneath the huge old tree and discussed what we might do. It was decided that we would use the **tow-rope** from the car to try to climb it. I

stood upon the roof of the car and threw the rope over the lowest branch, tied it off, and gave it a good **tug.** One of the guys remarked how the loop at the bottom end of the rope looked like a **noose -** used for hanging. All at once the young **thrill-seekers** hatched an idea - we would **fake** a hanging! I was nominated as 'hangee'.

The plan was absurdly simple. As I stood upon the roof of the car, the rope was threaded down my jacket through my collar and down one leg of my jeans. I put my foot through the loop at the bottom and the car was driven away and hidden down the road. There I hung, motionless. The boys rolled about laughing until, A car, I hear a car! Before they ran to hide, they gave me a good **shove** so that 'the body' would swing as the car drove by. To our collective disappointment, the car simply turned off for town without even slowing. The boys came out of their hiding places and we discussed the situation, surely they had seen me, hadn't they? Then we heard another car, the act was repeated, but still without any apparent reaction.

We played the game about five or six times, but as no one seemed to notice, we abandoned the **prank** . What we did not know was that every car that had passed had definitely seen 'the body' and each one, too scared to stop, had driven directly to the local Police Station. Now at that time of the night, the local **constable** was well tucked up in his bed, so the first person dispatched to the scene was the traffic officer that happened to be **on duty** that particular night.

The traffic officer that arrived on the scene that night was typical of his kind; moustached, timid, and not the smartest person in town. Hearing the siren before we saw the car, we had plenty of time to run and hide in the field beside the tree. I finally felt that familiar mix of fear and excitement we had been **striving** for all night. The traffic officer, always the professional, began scanning the area with his spotlight; as soon as the light was off any one of us,

we would begin to **crawl** away. The resulting **rustling and scuttling** sounds would cause the light to be turned on the spot any noise emanated from, the crawler instantly freezing.

As this would happen another would-be Houdini from our group would begin his escape on the other side of the field. The poor traffic officer ended up darting his light back and forth all over the **paddock** chasing some invisible, suicidal lunatic. It may be useful for me to **elucidate on** the thinking of the officer at this time. He had been informed that some person had been killed, by hanging, at Blue Gum Corner. When he arrived, the body was gone! and he was hearing 'unnatural sounds' from the surrounding area. As far as he knew, some crazed monster was lurking around in the field before him, possibly dragging a **corpse** behind him - and we thought we were scared!

One of the boys, I had no idea which, had made it to a fence. When the spotlight was off him, he had started to climb it. Now when you climb an eight-wire farm fence, the wires tend to create a screeching noise; this caused the cop to just about jump out of his black boots! He **fumbled** for his torch then ran off down the road towards the sound. He got about half way then slowed and stopped, thinking better of it he ran back to the car calling, "Get the dog Kevin, get the d - o - g!" We all knew he was completely alone, so this only resulted in a few **giggles**from the field.

The cop kept looking nervously at his watch, I figured he was probably waiting for **back up** from the local police officer. Once there were two of them, the chances of getting caught were going to be pretty high, so I figured I had better do my best to get out of there as soon as I could. Another screech from a fence on the far side of the field really upset our friend in the uniform. Once more he yelled, this time, "I've got a gun!" We well knew that in those days traffic officers were not even **issued with** a baton.

He went to his radio and made a call that really began to worry us. I lay so close I could hear every word, he called for the "armed offender squad" and a "dog team, better make it two", he had a "serious situation" at Blue Gum Corner. Then the police officer arrived. After a briefing from the traffic cop he decided not to go into the field until armed **squad** and dog teams arrived.

Now two spotlights were on the field and none of us could move. By then, Keith had managed to make his way back to his car that was hidden at the gravel pit a few hundred meters away. As we lay in the field we heard his engine start, we heard the sound of gravel beneath his tyres, but the cops did not take their eyes off the field. As we lay in the now damp grass, we all knew it would be a long walk back into town!

As luck would have it, police cars cannot leave their spotlights on all night without flattening their batteries. So, after a time, the two cops began alternating their lighting of the field, allowing us the opportunity to resume our crawl for freedom. One by one, we all managed to **slip off** and make our way home. Behind us we left what must have looked like a small city of lights, police cars, roadblocks, barking dogs, armed officers and an old towrope hanging from a tree. When I think back to that night, to what the drivers of the cars think happened, what police believe happened, and to what happened from my perspective, I am reminded of a simple truth - our eyes perceive darkness and light, colour and movement, our ears detect only vibrations in the air. It is how we interpret these images that shapes our "reality".

Vocabulary:

gum tree - eucalyptus **- hang round:** pass the time - **lounge:** living room - **shrine:** holy place - **holy**: sacred - -**appliance:** machine - **towrope:** rope used for pulling something behind a car - **tug:** pull - **noose:** ring of rope -**thrill-seekers:** people looking for excitement - **fake:** imitate - **shove:** push - **prank:** game - **constable:**policeman - **on duty:** on service - **strive:** search -

crawl! move on hands and knees - **rustling and scuttling sounds:** soft indistinguishable sounds - **paddock:** field - **elucidate on:** clarify - **corpse:** dead body - **fumble:**look - **giggle:** laugh - **back up:** support - **issue with:** provide with, give - **squad:** team - **slip off:** escape.

Exercises:

Using information: complete the dialogue:

Imagine that on the day following the events narrated in the story, the policeman had come knocking on Pat Boyle's door: Complete the dialogue as appropriate

Policeman:...................... ....

Pat: Why? I was here, in the flat!

Policeman:....................... ....

Pat: Well, yes, we did go out for a bit!

Policeman:....................... ....

Pat: Yes of course, we drove out of town.

Policeman:...................... ....

Pat: Oh no, nothing at all.

Policeman:............................ ....

Pat: Well no, I dont think so; but now you happen to mention it, I seem to remember that there was something there.

Policeman:...................................... ....

Pat: I don't know; but yes, I suppose it could have been.

Policeman:.................................... ....

Pat: Well we didn't think about it.

Policeman:.................................... ....

Pat: No, we drove right past.

Policeman:.................................. ....

Pat: Mine? In the field?...... Oh.... well I suppose it must have fallen out of the car when we stopped.

Policeman:................................... ....

Ideas for the classroom :

Listening exercise:

Being a story, this document is more appropriate for unprepared audio presentation than a factual article.

Read this story to your students twice, preferably without letting them follow the text. Let them take notes during the second reading.

Then do one of the following activities:

Either have students collectively retell the story from start to finish, **or** have them work individually or in pairs to retell the story as a written text - still without consulting the printed text.

If you prefer the spoken exercise, ask one student to start and to produce a first sentence. Then ask other students if they can add any details; the first sentence should describe the situation at the outset, for example - There are several bored boys in a flat, wanting action.

Ask other students to expand on this. Where does the story take place? Why are the boys bored? What sort of town do they live in?

Carry on in this manner, asking appropriate questions to elicit replies that will eventually lead to a fairly detailed re-creation of the chain of events.

This should keep your class occupied for quite a while! If you choose the written exercise, it is probably safest to do it immediately, before you let your students look at a printed or on-screen version of the text.

Going further.

Have students comment on the meaning of the last sentence.

Free expression:

Have students retell the story as it might have appeared a few days later in the local newspaper, following a report on the mysterious incident sent to the paper by the local police.

Preferably, have students incorporate the following verbs into their report: say, tell, think, see, know, expect and these other words: still, yet, again, according to, after, before, during, since, for

19. So just who is Angelyne ?

Angelyne - the celeb who is famous for... being famous

If you have ever been to Los Angeles, you may have seen her: probably not in the flesh – she does not spend all her time on Hollywood Boulevard – but at least you may have seen her image, looking down at you from some **billboard** or **mural**. And you maybe wondered who she is, or who she was. The answer is often written on the billboard or the mural; she is "Angelyne". But who, you may have asked, is or was Angelyne? Who is this **ravishing** blonde in the pink pants or the pink skirt? Is she or was she a filmstar or a rock singer, a real-life Barbie-doll, or what?The answer to all of these questions is “no?; Angelyne, in short, is just Angelyne. As her name implies, she is the ultimate **Angelino**, a symbol of the great city city where

dreams are made, a woman who is famous for no other reason than for being famous. A celeb.

To all intents and purposes, she is a pure creation of the advertizing culture - not to say the self-advertizing culture, for which the Californian metropolis is so famous. Many Angelenos say that Angelyne is not a real person at all. Perhaps they are right; it probably depends a lot on Angelenos' varying perceptions of “reality?. Yet someone answering to the name of Angelyne certainly exists; whether this someone is one person, a collection of people, or just a fictitious creation of a clever celebrity-manager is **a matter for speculation** .

Although she has been called Los Angeles' equivalent of the **Loch Ness Monster**, Angelyne does exist; someone calling herself Angelyne (no **surname** indicated) acted - or at least took a very minor part - in three relatively obscure movies between 1988 and 1989, Earth Girls are Easy, Homer and Eddie and Dangerous Love. The Internet Movie Database notes that this actress's profession is “model? and her birthdate “1958?; but the IMD “biography? page for Angelyne is strangely blank. It is perhaps worth noting that the three movie roles actually came five years after her image had first begun to **grace** billboards and murals around L.A.

So the real question about Angelyne is this. Which came first ? The image on the billboards, or the person who claims to be Angelyne? Is the image based on the person called Angelyne? Of is the person who calls herself Angelyne just someone who looks like the image?

The person who claims to be Angelyne says that she is younger than the age attributed to her by the IMD; in a 1996 interview (conducted by telephone, not face-to-face) with New York Times journalist Carey Goldberg, Angelyne maintained that she was just 19 years old when the first Angelyne billboards went up in L.A., in 1984. That would make her 50 today, in 2015. Angelyne's

youth has been hotly contested by many of those who claim to have seen her in the flesh.

Needless to say, there are now several Internet sites, including an official Facebook page, devoted to this**elusive** female, including one which invites surfers to report any sightings they may have made of Angelyne. “She was **no spring chicken** ?, noted Scott Stanley, who claims to have met her in a Hollywood grocery store. “Fairly geriatric,? said another. “It was humorous as I looked and noted how hard she was trying to maintain her youth, which is obviously non-existent,? wrote a surfer called Mario.

In the end, the question “How old is Angelyne?? could easily become the L.A. equivalent of the old “How long is a piece of string?? Alternatively, you could adapt a famous **quip** once made about Richard Nixon; “She was 33 when she was born.? In her New York Times interview, Angelyne claimed to have been born in Idaho, and to have come to Los Angeles as a teenager to seek her fortune. She said she began life as a singer in a punk-rock band, before becoming a “model?. As for the question that many people have wanted to ask Angelyne, “What do you really do in life??, Angelyne’s answer is simple. “I don’t do; I am.?

That of course is not true. Angelyne may not do much, but she does do some things. For instance, she will show up at celebrity parties and other functions - only celebrity events; but then given the price she charges, $8,228 per day, it is unlikely that anyone other than a celebrity would want to invite her along! Her image has also been used in several advertizing campaigns; and though many of these have been local, Angelyne has looked down from advertizing billboards as far away as Germany.

In 1998, she featured all over LA in advertisements promoting a new Chevrolet Corvette. Of all her advertizing campaigns, this is doubtless the classic example. For many years now, the image of Angelyne has been

associated with Chevrolet's classic sports car, and indeed in a city full of **wannabee** Marilyn Monroes and Jayne Mansfield lookalikes, it is the pink Corvette that has become the distinguishing **feature** of the "real life? Angelyne. It is the single **common denominator** that runs through the majority of claimed sightings of the elusive lady reported on the Internet site; to the disbelieving (and that includes a large number of Angelenos), it might be enough to convince you that all you need to tranform Angelyne from myth into reality is a shapely blonde and a pink Corvette. As **hype** goes, it is a brilliant concept; and one has to take one's hat off to her "manager", Scott Hennig, who has done what no other celebrity manager has done, namely to create a legendary star out of little more than nothing! To make a person of dubious identity famous simply for being famous!

Where else could it happen but in L.A.?

WORDS:

billboard: **big sign, advertizement -** mural **: picture painted on a wall -** ravishing: **very beautiful -** Angelino **: inhabitant of Los Angeles -** to all intents and purposes: **generally speaking -** a matter for speculation :**somthing about which we can only speculate or make suggestions -** surname: **family name -** to grace: **to appear on -** needless to say: **evidently -** elusive **: difficult to find -** no spring chicken: **not young -** quip: **short humorous statement -** wannabee: **potential (want to be) -** feature: **mark -** common denominator: **common element, common quality -** hype: **promotional exaggeration -**

Grammar and Exercises:

Select the nearest equivalent to the following words as used in the article, from among the alternatives suggested:

١. **obscure**: old, dark, not well known

٢. **blank**: empty, white, informative.

٣. **actually**: now, soon, in fact.

٤. **in the flesh**: with no clothes on, in a theater, in real life.

٥. **seek**: look for, spend, invest.

٦. **for instance**: very quickly, for example, for now.

٧. **geriatric** : young, old, pretty

٨. **unlikely**: unpleasant, dissimilar, improbable.

٩. **single**: one, easy, first.

١٠. **namely** : with a name , easily, which is

20. Mardi Gras in New Orleans

New Orleans, the great city at the mouth of the Mississippi is one of the most colorful, most cosmopolitan and most European of American cities. Though very few people in the city now speak or understand much French, New Orleans prides itself on its French heritage. The historic center of the city is known as the French Quarter, and the city is famous across the United States for its restaurants and its "Mardi Gras" celebrations.

It is still one of America's great ports, where goods that have traveled down the Mississippi valley by barge or by truck or by train are offloaded and trans-shipped, to be exported all over the world.

Mardi Gras, meaning literally "Fat Tuesday" was first celebrated in Louisiana by French colonists in the eighteenth century. It was, in those days, a day of feasting before the start of Lent, the 40-day period leading up to Easter.

As the last "normal" day before the austerity of Lent, "fat Tuesday" was a day **to make the most of**, a day of carnivals, eating, drinking and **revelry**. It has remained a day of carnival ever since; but the original French celebrations are just a small part of today's festivities. Mardi Gras, New Orleans style, owes as much to Afro-Caribbean **customs** and the Latin American carnival tradition as it does to the French colonists who established it in their new city.

The Mardi Gras celebrations actually **last**for several weeks. About a month before the main carnival, a season of elaborate balls and parties begins: the official Mardi Gras program is published, and shops start selling the very sweet and colorful "King Cake", a delicacy that can only be found during this holiday season.

In other parts of Louisiana, the first Mardi Gras parades actually take place three to four weeks before the big carnival in New Orleans, and even in the city itself, smaller parades begin two weeks before the big day.

My first Mardi Gras party took place in a friend's apartment in New Orleans a few days before the parade. The apartment was decorated out in the season's traditional colors of green, gold and purple; the hi-fi system pounded out carnival music, while the guests danced, talked, and ate King Cake, washed down with "Blackened Voodoo Beer", another specialty **brewed** in a local brewery.

On Fat Tuesday itself, I joined the hundreds of thousands of local people and visitors, to watch the processions **wind their way** through the streets of New Orleans. The processions are organized by groups called "Krewes", which each have mythological or historic names, such as Proteus, Endemion, or Bacchus. The one I liked best was Zulu, a parade organized by members of the

city's black community, **resplendent** with its colorful ornate **floats** and costumes based on African themes.

Perhaps the most astonishing aspect of Zulu and other parades was the "throws". As the floats move slowly through the crowds, tradition has it that those on them should throw all kinds of **trinkets** into the crowd — plastic necklaces, engraved plastic cups, plastic medallions (a **coveted** prize) and other souvenirs. Most parade-goers do all they can to catch these materially worthless items, and I found myself quickly caught up in the **frenzy**, scraping on the sidewalk among the**surging** spectators to proudly pick up my plastic prize. In the heat of the moment, it's hard not to be caught up in the madness of this ritual, in spite of the worthlessness of the prizes!

Traditionally, people in New Orleans use the "throw cups" they pick up, and decorate their cars or homes with the other souvenirs they take home.

As a Yankee spending my first Mardi Gras in New Orleans, however, I made some mistakes in planning my time. There is so much going on at Carnival time, that you can't see everything, and I was disappointed not to see more of the city's famous Dixieland **jazz** bands parading through the streets, but obviously I was often in the wrong place at the wrong time.

After a year, I know that I still have a lot to learn about the customs, cultures and traditions of Mardi Gras in New Orleans. This year, I'll try and restrain myself during the throws, so that I won't come home with a bagful of plastic objects that I simply have to recycle. I'll let someone else have that pleasure!

WORDS:

to make the most of : to take maximum advantage from, to enjoy - **revelry:** partying, fun **customs** : habits, traditions - **to last** : to endure, to survive - **to brew:** to make beer - **wind their way :** move and turn -

resplendent : shining, colorful -**floats**: wagons, carts - **trinkets**: kitsch, worthless objects - **coveted**: desired, wanted - **frenzy**: excitement - **surging**: all moving together

21. MIGHTY MISSISSIPPI

For three or four months in the year, you can walk across long parts of the Mississippi; in fact, you can walk along it too, or drive horses across it.

Motionless in the winter's icy **grip**, the surface of North America's most famous river lies hidden for weeks on end beneath a cold white blanket of snow. But below the surface the water flows on in silence, moving **relentlessly** through the frozen heartland of North America, towards warmer and more colorful lands. "Old Man River" is no more than a child in the state of Minnesota, where he is born among the lakes and the forests not far from the Canadian border. If he had chosen to move north or west, he would have finished up in the Atlantic Ocean, part of America's other great river, the Saint Lawrence. But the child that is to turn into Old Man River moves south.

He makes his way towards the Gulf of Mexico. It's a distance of 1,500 miles as the crow flies, but more like 2,500 miles along the **meandering** course that he chooses. It will be several weeks before the waters that rise in Minnesota eventually flow out past the ocean-going ships tied up at **New Orleans**, and **mingle** with the salt of the sea.

Of course, Old Man River has been making more or less the same southward journey for thousands of years: long before anyone thought of calling him "Old Man River", he had no name. It was the Algonquin Indians who gave him the name "Mississippi"; in their language, the name meant Great River. The name has stuck. The first European to set eyes on the great river was a Spanish explorer, called De Soto, who came across the mouth of the river in 1541; yet it

was not until over a century later that the Mississippi river began to take a significant place in the history of North America. In 1682 a French explorer called La Salle **set off from** the Great Lakes region, followed the Ohio river, and eventually reached the coast. Having established an alternate route from the Great Lakes to the sea, La Salle claimed the whole of the Mississippi basin for the French king Louis XIV, and called it Louisiana in his honour.

For almost a century, the Mississippi valley was French territory, sandwiched between the British colonies to the east, and "New Spain" and the unexplored prairies to the west. Little French colonies appeared along the banks of the river, but in most cases their names are the only things about them that remain from their early days: St. Cloud, La Crosse, Prairie du Chien, St. Louis, and many more. It is only at the mouth of the river, round New Orleans and Baton Rouge, that the river's French past still lives on, to a limited degree. New Orleans' "Mardi Gras" celebrations are among the most colorful in the United States, a **hybrid** fusion of old French tradition and Afro-American celebration.

In 1783, the land to the east of the Mississippi became the western frontier of the newly born United States of America. As for the much larger area of land to the west, it was sold to the United States by Napoleon in 1803, for the sum of $11.5 million, in the historic "Louisiana Purchase" Nevertheless, even before the Louisiana Purchase, American settlers had begun pushing across the river, searching for places to **settle** in the virgin territory beyond. And as the great wide valley filled up with more and more farms, towns and markets, so the importance of the river grew.

During the cotton boom of the early nineteenth century, the river and its tributaries allowed plantation owners to get their produce easily down to New Orleans, where it could be exported to markets all over the world, and particularly to the textile **mills** of Lancashire, England.

22. DANGEROUS MISSISSIPPI

The Mississippi drains a basin that covers 41% of the continental United States (excluding Alaska), stretching from Montana in the West to New York in the East. It is the third largest river basin in the world, after the Nile and the Congo.With such a large continental basin, the Mississippi is a river whose **flow** can be **erratic**; at the mouth of the river, the average flow is about 13,000 cubic metres per second. However, experts estimate that the maximum flow could reach 85,000 cubic metres per second under exceptional circumstances; currently, river engineers are working on "Project Flood", to make sure that outlets into the Gulf of Mexico can cope with a flow of this magnitude.The risks of flooding have been clearly understood from the day people first began to settle beside the river.

Many of the towns and settlements beside the river are situated on "**bluffs**", others are protected. It was French engineers who first began protecting the land beside the river by building up long **dikes**, which they called "levees", a French word meaning "raised banks"; today, thousands of square miles of farmland and dozens of towns and are protected by levees. Most of the time, the levees do their job; but not always. In 1993, hundreds of square miles of land were flooded, and millions of dollars' worth of damage done when the mighty river became too mighty, and broke through the defenses.

WORDS

grip: hold **-** **relentless:** unstoppable, irresistable **- meander:** curve continually **- mingle:** mix **-** **set off:** depart **-** **hybrid:** mixed **-** **settle:** establish a home **- mills:** factories **-** **flow:** flux, movement of water - **erratic:** unpredictable - **bluff:** small hill - **dike**: levee, embankment

Blank-fill exercise:

Try to complete this extract from the text using the original words. **Some** of the words you will need are in this list; but not all of them! And be careful: this list also contains words <u>you will not </u>need!

actually ,currently ,larger, largest ,many ,most ,much ,outlets, outputs so, such, that, what, which, whose

The Mississippi drains a basin ___________ covers 41% of the continental United States (___________ Alaska). It is the third ___________ river basin in the world, after the Nile and the Congo. With ___________ a large continental basin, the Mississippi is a river ___________ flow can be erratic; at the mouth of the river, the ___________ flow is about 13,000 cubic metres ___________ second. However, experts estimate that the ___________ flow ___________ reach 85,000 cubic metres ___________ second under exceptional circumstances; ___________, river engineers are working on "Project Flood", to make sure that ___________ into the Gulf of Mexico can ___________ ___________ a flow of ___________ magnitude. ___________ of the towns and settlements ___________ the river are situated on "bluffs", others are protected by levees. ___________ of the time, the levees do their job; but not ___________ . In 1993, hundreds of ___________ ___________ of land were flooded, and millions of dollars' ___________ of damage done when the mighty river became ___________ mighty, and broke ___________ the defenses.

23. COLLEGE SPORT – USA

If American **athletes** so often take the greatest number of medals, if American scientists and thinkers win so many Nobel prizes and other **awards**, and American businesses dominate the world, it is largely down to one word: **competition.** Since the days of the pioneers, competition has been at the heart of the American way of life; and in today's USA, there are probably few areas where the competitive spirit is stronger than in the world of colleges and universities.Rivalry between institutions is intense, and nowhere is this more true than on the sports field. Successful sports teams can be enormous **assets** to a college's reputation and public image, which explains why many go to incredible lengths to attract and recruit top high-school **athletes**.

There is a growing feeling, however, that in many cases they go too far. Recent media reports have focused on the extremely high **drop-out** rate among college sports scholars. While some abandon their education to take up **lucrative** professional contracts, most leave college with no degree, and no hope of entering the elite world of professional sport either. Pressured to **achieve** results in their sport, many have had no option but to put academic study **on the back burner.**Their situation was recently **highlighted** by **Rep**. Ron Wilson, a Texas Democrat, who claims that colleges and universities are **cheating** many student athletes of a proper education.

"They **entice** them in with all kinds of promises of fame and fortune, they get them at university, and then only one out of ten of them graduates," he said. "The system doesn't really care about them."

One thing the system does care about, on the other hand, is money. College sport is big money in the USA, and the prestige attached to high performance athletes, and the colleges they represent, is enormous. NCAA (National College Athletic Association) rules state clearly that all college athletes must be amateurs, yet college sport is a multi-billion dollar business.

Though it is registered as a tax-**exempt** charity, the NCAA itself had a budget of 5.64 billion dollars in 2007.

One major source of income for the NCAA is a $6 billion college basketball contract with CBS television, an 11-year deal signed in 1999.

This and other expensive contracts have drawn a lot of criticism. Faculty members in many colleges have complained of the enormous sums of money spent on extensive high-quality sports facilities; and many students are increasingly bitter about the favors **bestowed** upon college sports champions.

Though it concerned a high school, not a university, the notorious 1999 massacre at Columbine High School was all about sport. One of the reasons that led Eric Harris and Dylan Klebold to go on their killing **spree** was their **resentment** at the privileges and status enjoyed by the "jocks", the heroes of the school's sports teams. Had they waited a year or two, Harris and Klebold might have emptied their guns on a university campus, not in a high school.

The arguments about the role and status of college athletes is one that preoccupies many students, athletes or not. It only takes a few minutes' searching on the Internet to turn up sites and discussion groups on the subject. The biggest issue right now seems to be the question of whether college athletes should be paid, like professionals.

NCAA rules are quite clear on this point. Apart from their sports scholarships, college athletes are not allowed to "receive any salary, incentive payment, award, gratuity, educational expenses or expense **allowances**" nor "use athletics skills for pay in any form". In reality, the situation is often very different, with many high-performance college athletes receiving undeclared benefits including free prestige cars (such as a BMW) and free housing.

Judging by comments on Internet forums, most college athletes think they deserve to be paid. Robert Krot, a basketball scholar, wrote: "I play college

basketball, and I **barely** have time to do anything. There is no way I could hold a job. I don't come from a wealthy background, so I have to make do with what I have. College athletes should be paid." But another writer, called Joss, disagrees; "The value of money is far greater than you think, it can mess up your mind. I know, because I play basketball; but you know, what I am also trying to become is a microbiologist, because I know I am not guaranteed to be **drafted** into the NBA." If, in the years to come, college athletes do get the right to benefit from professional sponsorship, few people will be terribly surprised. Corporate sponsorship of university laboratories has helped the USA become world leader in scientific research. Corporate sponsorship of college sport is just another step in the same direction..... or at least, that is what some people say.

WORDS:

athlete**: sportsman or woman** award**: prize -** asset**: advantage -** drop-ou**t : failure -** lucrative**: profitable -** achieve**: obtain -** put on the back burner **: give low priority to -** highlight**: point out, show -** Rep**: Representative, member of Congress :** cheating**: being dishonest -** entice**: attract** tax-exempt: **not having to pay tax** bestow**: place -** spree**: adventure -** resentment**: indignation -** allowances**: money given -** barely **: hardly -** draft**: recruit**

Rephrasing exercise:

Rephrase the following sentence, using the framework suggested:

Original: Thanks to a well developed system of scholarships, grants and bank loans, the large majority of young Americans who have the wish and the ability to go on to higher education can do so.

Rephrased version: As the system..,most young Americans .... , as long as they .... and are able to do so.

FOR TEACHERS

Text contraction:

In class, or for homework: have students contract this article to about half the original length.

Descriptive writing:

In class, or for homework: Students should imagine that they have just gone to study for a year at the University of Michigan. They have been there for two weeks now, have had time to get settled and start going to courses (in the subject of their choice). They should write a long letter (250 - 400 words) in English, to a friend at home. The letter should contain at least six of the following words.

campus , sport, drop-out, athlete, team, stadium, money, scholarship,

24. America's Bald Eagles

A REMARKABLE STORY OF SUCCESS

When it comes to wildlife, the stories that are told in magazines and on television tend to be stories of catastrophe and destruction – stories about the disappearance of **species** in the face of ever-more destructive human activity.

So it comes as nice change to learn that there are exceptions - some of them quite remarkable; and as far as the United States is concerned, there can surely be no more encouraging story than that of the famous "bald eagle", saved

at the eleventh hour from the possibility of total extinction in all but the most **isolated** of regions.

No doubt the fact that this magnificent **bird of prey** is America's national symbol has something to do with it; but for over a hundred years, these great birds' symbolic status did little to save them from destruction. It is estimated that there were in the region of 100,000 bald eagles in the USA in the year 1782, when their image was first adopted as a national symbol by the young States. This great bird, with its **wingspan** of almost two meters, was almost a natural choice for those who were looking for a symbolic beast to stand alongside the lion of England or the Russian bear. After all, it could be found virtually throughout North America, and was also the only eagle **unique to** the continent.

Yet although they had chosen it as a proud national emblem, Americans did little to ensure its survival; in the course of the nineteenth century and the first half of the twentieth, the bald eagle slowly but surely disappeared from state after state, a victim of spreading urbanization, new farming techniques, and the shotguns of indiscriminate hunters.

In 1940, noting that the national bird was "threatened with extinction," Congress passed the Bald Eagle Protection Act, making it illegal to kill, harass, possess (without a permit), or sell bald eagles; but that was not enough to save the bird. By the early 1960s there were fewer than 450 nesting pairs in the **contiguous USA**; only in Alaska was their survival still guaranteed. In 1967, bald eagles were officially declared an endangered species throughout the United States south of the **40th parallel**; and a massive information campaign was launched by the federal government and by wildlife organizations, to try and save the nation's emblem, and protect its habitat from further destruction.

Among all factors that had led to the eagle's destruction, the greatest was almost certainly the massive use of pesticides by American farmers, from the 1940's onwards.

One such pesticide, DDT, was sprayed on **croplands** throughout the USA and its residues washed into lakes and streams, where they were absorbed by fish.

The contaminated fish, in turn, were consumed by bald eagles. The chemical interfered with the eagle's ability to develop strong **shells** for its eggs. As a result, bald eagles and many other bird species began laying eggs with shells so thin they often broke during **incubation** or failed to **hatch**. Their reproduction disrupted, bald eagle populations fell sharply. It was not until after the dangers of DDT became known, in large part due to Rachel Carson's famous book Silent Spring, that this chemical was banned for most uses in the United States in 1972.

As the extent and speed of the decline in eagle populations became apparent, the U.S. Fish and Wildlife Service developed a captive-breeding program at its Research Center at Patuxent, Maryland. Here scientists increased the species' **breeding** potential by removing each first **clutch** of eggs as soon as they were laid, and incubating them artificially. The bald eagles would usually then lay a second clutch, which they were allowed to incubate themselves. In all, 124 bald eagles were hatched at Patuxent, and subsequently returned to the wild, during the critical years

Today, thanks to years of protection and breeding programs, the decline in the eagle population has been reversed, and numbers have begun to grow again. There are now over 4000 breeding pairs south of the 40th parallel, and the bald eagle has been officially taken off the list of endangered species in the USA. Nevertheless, it remains officially classified as a "threatened" species, and one which is protected by no fewer than three acts of Congress - with two other acts banning **theft**, sale or possession of its eggs.

Perhaps that is in the end the only way to ensure the survival of America's most famous bird . Even this high degree of protection is not enough

to save the bald eagle from the most **ruthless** or thoughtless of hunters; there are those who will shoot anything for pleasure.

Last year, a Florida man was fined $1500 for shooting an eagle; he **got off** very lightly, given that federal law allows prison sentences and fines of up to $100,000 dollars for those who **knowingly** kill or capture these magnificent birds.

WORDS

a species: a variety of creature or plant - **isolated**: distant, inaccessible - **bird of prey:** bird that eats small animals - **wingspan:** width across the wings - **unique to:** found nowhere else but in - **contiguous USA:** continental USA excluding Alaska - **40th parallel:** the Canadian border (in the west) - **crops:** plants cultivated as food - **shell:** hard outer casing - **incubation:** period when the mother bird sits on her eggs - **hatch:** produce a baby bird - **to breed**: to produce young - **clutch:** group - **theft:** stealing, taking - **ruthless**: without compassion, determined - **got off:** escaped - **knowingly:** intentionally -

Pronunciation:

Note the pronunciation of these words:

catastrophe "cat-**ass**-troffy"
species: " spee-shees "

status : "stay - tus" in British English, "Stat - us" in American English

Rephrasing.

What expressions, used in the original article, mean:

To make sure that it survived..................................... ....

It was still certain that they would survive ....

The number of bald eagles decreased very rapidly.............. ....

How widely and quickly the number of eagles was falling... ....

► **Word endings.**

Add the necessary word endings, and words, to complete this extract from the article. Take care! In <u>four</u> cases,**no** ending or extra word is needed.

The chemic___ interfer___ with the eag___ ab____ to deve___ strong shells for its eggs. As a result, bald eagles and many other bird species be___ lay____ eggs that had shells ___ thin they often br_____ during incub_______ or fail____ to ______ . Their reproduction disrup____, bald eagle populations fell__ sha______. It was not until after the dangers of DDT bec____ know____, in large part due ____ Rachel Carson's famous book Silent Spring, that this chem______ was ban_____ for most uses.

As the ext____ and speed of the decline ____ eagle populations became apparent___, the U.S. Fish and ____________ Service developed a captive-___________ program at its _____________ Center at Patuxent, Maryland. Here scient_______ increas____ the spec______ breed_____ potential by remov_____ each first clutch___ of eggs as soon as they were l_____, and incubat_____ them artif_________. The bald eagles w_____ usually then lay___ a second clutch.

Part (B)
Grammar

Present Simple Tense
(Example: to play)

Affirmative	**Negative**		**Interrogative**
	Long Form	**Contracted Form**	
I play	I do not play	I don't play	Do I play?
You play	You do not play	You don't play	Do you play?
He/she/it plays	He/she/it **does** not play	He/she/it **doesn't** play	**Does** he/she/it play?
We play	We do not play	We don't play	Do we play?
You play	You do not play	You don't play	Do you play?
They play	They do not play	They don't play	Do they play?

The present simple tense is used:

- To talk about **regular activities** :
  - John plays tennis once a week.
  - We start work at 9 a.m. every morning.
  - Mary goes to visit her parents on Sundays.
  - Alex takes the bus every day.
- To talk about **tastes** :
  - Peter likes Chinese food.
  - Julie doesn't like classical music.
  - Most children love chocolate.
  - Eva hates most sports but she enjoys swimming.
- To talk about **facts** :
  - The sun rises in the east.

- In Europe, the weather is cold in winter.
- Authors write books and articles.
- Students go to school or attend college.

Present Simple (exercises)

Gap-fill exercise

- Complete the sentences below with the correct form of the verb in brackets, then press "Check" to check your answers.
- 1. The film (star) every day at 8 p.m.

  2. Many children (drink) milk with their meals.

  3. Our cat generally (sleep) a lot during the day.

  4. Julie (write) a letter to her mother once a week.

  5. Tom and Julie (live) in a big city in the south of the country.

  6. Usually tourists not (go) to Egypt to play golf.

  7. Jimmy always (take) the bus to go to school.

  8. We all know that many children (not like) vegetables.

  9. Anne (think) it's a good idea to do English exercises.

  10. If you want to be healthy, you must (eat) good food.

Present Continuous Tense

(Example: to play)

Affirmative	**Negative**		**Interrogative**
	Long Form	**Contracted Form**	
I am playing	I am not playing	I'm not playing	Am I playing?
You are playing	You are not playing	You're not playing	Are you playing?
He/she/it is playing	He/she/it is not playing	He/she/it's not playing	Is he/she/it playing?
We are playing	We are not playing	We're not playing	Are we playing?
You are playing	You are not playing	You're not playing	Are you playing?
They are playing	They are not playing	They're not playing	Are they playing?

The present continuous tense is used:

To talk about **continuous** activities:

- At the time of speaking :
  - **I am reading this page now.**
- Around now, in a more general sense :
  - **I am learning English this year.**

To talk about **planned future activities** or **intentions** :

- **Tom and Mary are coming to dinner tomorrow. They called to confirm.**

- **I am spending my holidays in Australia. I have already booked my flight.**

Present Simple or Present Continuous:

Gap fill exercise:

Complete the sentences below with the correct form of the verb in brackets (present simple or present continuous), then press "Check" to check your answers.

Reminder : Present Simple : I go Present Continuous : I am going

1. Every day Julie (take) the bus to go to her office.

2. At the moment you (do) an English exercise.

3. Tom and Julie (learn) English this year.

4. The bank (open) at 9.30 every morning from Monday to Friday.

5. Our cousins (come) to see us next Sunday.

6. Tom (read) the newspaper every morning on the train.

7. Julie usually (clean) the house on Saturdays.

8. At the moment she (write) a letter to a client.

9. Julie (speak) three languages : English, French and Spanish.

10. Today is Sunday. Tom and Julie (relax)

(Example : to play)

- The past simple tense of regular* verbs is formed by adding - ed to the infinitive
  (for example: - infinitive : **to play**, Past Simple : **I played**)
  *See past simple tense of irregular verbs
- The auxiliary did is used to form the negative and interrogative forms

Affirmative	Negative		Interrogative
	Long Form	**Contracted Form**	
I played	I did not play	I didn't play	Did I play?
You played	You did not play	You didn't play	Did you play?
He/she/it played	He/she/it did not play	He/she/it didn't play	Did he/she/it play?
We played	We did not play	We didn't play	Did we play?
You played	You did not play	You didn't play	Did you play?
They played	They did not play	They didn't play	Did they play?

The past simple tense is used to talk about **finished actions** in a **finished period of time**,

for Example :

- **Yesterday evening** I played tennis with a friend.
- **Last year** I started taking tennis lessons.
- **When I was at school** I hated history.
- **Five minutes ago** I finished the report for my boss.
- **Last week** I attended a meeting in Tokyo.

Past Continuous Tense
(Example : to play)

Affirmative	**Negative**		**Interrogative**
	Long Form	**Contracted Form**	
I was playing	I was not playing	I wasn't playing	Was I playing?
You were playing	You were not playing	You weren't playing	Were you playing?
He/she/was playing	He/she/it was not playing	He/she/it wasn't playing	Was he/she/it playing?
We were playing	We were not playing	We weren't playing	Were we playiing?
You were playing	You were not playing	You weren't playing	Were you playing?
They were playing	They were not playing	They weren't playing	Were they playing?

The past <u>continuous</u> tense is used :

- To talk about **a continuous action** which took place at a specific time in the past :
  - Yesterday evening, at 9 o'clock, I was watching television.
  - What was I doing at 11 o'clock this morning? I was gardening.
- It is also used in sentences with **when** or **while**, to refer to an action which was taking place when a shorter, brief event occurred.
  - Yesterday, **while** I was watching television, the phone rang.
  - **When** my husband arrived home yesterday, I was cooking dinner.

Reminder : use of the past <u>simple</u>
The past simple tense is used to talk about **finished actions** in a **finished period of time**,

For Example:

- **Yesterday evening** I played tennis with a friend.
- **In August last year** I visited New York.

Present Perfect Tense

(Example: to do)

<u>Present Perfect Simple</u>			
Affirmative	**Negative**		**Interrogative**
	Long Form	**Contracted Form**	
I have done	I have not done	I haven't done	Have I done?
You have done	You have not done	You haven't done	Have you done?
He/she/it has done	He/she/it has not done	He/she/it hasn't done	Has he/she/it done?
We have done	We have not done	We haven't done	Have we done?
You have done	You have not done	You haven't done	Have you done?
They have done	They have not done	They haven't done	Have they done?

Present Perfect Continuous			
Affirmative	Negative		Interrogative
	Long Form	Contracted Form	
You have been doing	You have not been doing	You haven't been doing	Have you been doing?
He/she/has been doing	He/she/it has not been doing	He/she/it hasn't been doing.	Has he/she/it been doing?
We have been doing	We have not been doing	We haven't been doing	Have we been doing?
You have been doing	You have not been doing	You haven't been doing	Have you been doing?
They have been doing	They have not been doing	They haven't been doing	Have they been doing?

The present perfect is used to refer to actions which take place in an **unfinished time period up to the time of speaking.**

- The **present perfect continuous** tense is used to refer to an action which started in the past and continues today.
  - I have been learning English since September. (I started in September and I continue to take lessons today.)

- **The present perfect simple** is used to refer to the finished part of a continuous action.

  So far in my English course :

  - I have learnt new vocabulary.
  - I have revised some grammar rules. (My English course is not finished, but I have finished some of the lessons.)

Example:
Today is your English Revision day. It is now 2 p.m.

At 9 o'clock this morning you started your revision work. At 2 pm the day is not finished, so you can say :

"I have been revising my English since 9 o'clock this morning." (You are still revising your English, so the continuous form is used.)

However, you have completed part of the revision work, so you can say, for example: "So far today I have revised tenses and irregular verbs."

N.B.
If you refer to **a specific time** earlier in the day, you must use the **Past Simple** :
"This morning I revised tenses and irregular verbs." or,
"I met Charlie for lunch at 12.30"

PRESENT PERFECT

The present perfect tense is used :

- To talk about **an action which started in the past and continues today** :

  For and **since** are used to express duration.

  - I have lived here for 10 years. I have lived here since 2005. (I arrived 10 years ago and I am still here.)
- To refer to past events in an unfinished period of time.
  - I have written two letters today. (Two letters are written but today is not finished.)
- To refer to past events that have just happened or been announced :
  - There has been a plane crash near the coast. (We know the event took place but we don't know **when**.)
- To talk about a past action with a result in the present. :
  - I've broken my arm. I can't drive (= because my arm is broken now.)
- To talk and ask about experiences or accomplishments up to the time of speaking :
  - "I'm a writer. I've written 9 books."
  - "Have you ever written a biography?" "No, never."

PAST SIMPLE

The Past Simple is used:

- When the period of time is finished.
    - I wrote two letters yesterday. (Yesterday is finished).

- When the time is mentioned, either a precise time in the past, or a time expression which clearly situates the event in the past.
    - John lived in the country
      ..... until the age of 6.
      ..... when he was young.
      ..... from 1995 to 2002
      ..... before he moved to London.
      ..... a long time ago.

As a general rule, if you can answer the question "when?", use the Past Simple.

Present and Past Tense Revision Summary

Present Simple	▪ **Routine, habits, repetitive actions :** • I play tennis every Saturday. ▪ **Tastes :** • I like chocolate, I hate doing homework. ▪ **Facts :** • The sun rises in the east.
Present Continuous	▪ **Continuous actions** : • - at the time of speaking ○ I am reading this explanation now. • - around now : ○ I am learning English this year. ▪ **Planned future arrangements** : • I am visiting Rome next Monday.
Present Perfect	▪ **Continuous form:**

	- An action started in the past that continues today : - I have been learning English since September. ▪ **Simple form :** - The completed or finished part of that action : - We have revised grammar rules and verb tenses.
Past Simple	▪ **Finished actions** at a specific finished time in the past. - Last year I bought a new car. - I saw your dog 5 minutes ago.
Past Continuous	▪ **Continuous actions** - A continuous action at a specific time in the past : - I was having breakfast at 7 o'clock this morning. - A continuous action taking place when another brief event occurred : - I was watching television when the phone rang.
Past Perfect	▪ **Continuous form:** - A past continuous action prior to another event in the past: - I had been driving for 3 hours before I stopped. ▪ **Simple form :** - A completed action before another action in the past : - I had finished the book before I gave it to Tom.

Present and Past Tense Revision Exercise

Gap-fill exercise

Fill in the gaps with the correct form of the verb in brackets, then press "Check" to check your answers.

1. In 2010 John (visit) Tahiti with a group of friends.

2. This month Tom (revise) for his exams.

3. Julie is at the cinema waiting for Tom. She (wait) for 10 minutes.

4. Marie has only half an hour for lunch so she usually (have) a sandwich.

5. David is a good friend of mine. I (know) him since I was six years old.

6. At the moment I need to concentrate. I (do) a grammar exercise.

7. Alex is writing an important report. He (write) 4 pages already.

8. Once a month Caroline (go) to the hairdresser's to have her hair cut.

9. Last year Peter (travel) all over Australia.

10. Next Sunday Andy (take) Caroline to the theatre.

Conditional Structures

Conditionals are sentences with two clauses: an 'if' clause and a main clause. Four basic conditional structures are used in English.

- Zero Conditional
- First Conditional
- Second Conditional
- Third Conditional

Zero Conditional	What is always true or usually happens, or what is advised in this situation.	
If	**+Present Simple**	**+ Present Simple**
If	you have a ticket	you go straight in.
If	you stand in the rain	you get wet.
If	you see an accident	call an ambulance.
The '**if**' in the above sentences can usually be replaced by '**when**' without changing the meaning.		
First Conditional	Something that will possibly happen in the future.	
If	**+Present Simple**	**+Will + Infinitive**
If	I see an accident	I will call a doctor.
If	it rains tomorrow	the picnic will be cancelled.
If	you make an apple tart	Dad will eat it.
Note : Sometimes we use **can** or **may** instead of **will**.		

For example : If you finish your vegetables, you **can** have a dessert.		
Second Conditional	Imaginary events that are probably not going to happen.	
<u>If</u>	**<u>+Past Simple</u>**	**<u>+Would + Infinitive</u>**
If	I saw an accident	I would call a doctor.
If	he had more money	he would buy a new car.
If	she worked harder	her results would improve.
Note : Sometimes we use **could** or **might** instead of **would**. For example : If we invited the author, he **might** come. If we ordered a larger quantity, we **could** ask for a reduction.		
Third Conditional	Something that did not happen, and the reaction or result you imagine if it really had happened.	
<u>If</u>	**<u>+Past Perfect</u>**	**<u>+Would + have + Past Participle</u>**
If	I had seen the accident	I would have called a doctor.
If	he had read the instructions	he would have assembled it faster.
If	she had stayed in Paris	she would have improved her French .

Conditional Structures

Enter the correct form of the verb in brackets in the sentences below.

1) If it rains tomorrow, we (cancel) the picnic.

2) If my English was better, I (find) a better job.

3) If we invited Paul and Mary, perhaps They (accept).

4) If you lose your wallet, (report) the loss to the police.

5) If John had missed his flight, what (happen)?

6) If Emma was late for work, I'm sure her boss (be) angry.

7) If I win a lot of money, I (buy) a new house for my parents.

8) If you find the missing cat, (call) the owner.

9) If I had found your number, I (invite) you.

10) If he stopped smoking, his health (improve).

Future Tense (will)

(Example : to go - Future: I will go)

Future Simple			
Affirmative	**Negative**		**Interrogative**
	Long Form	**Contracted Form**	
You will go	You will not go	You won't go	Will you go?
He/she/it will go	He/she/it will not go	He/she/it won't go	Will he/she/it go?
We will go	We will not go	We won't go	Will we go?
You will go	You will not go	You won't go	Will you go?
They will go	They will not go	They won't go	Will they go?

Future Continuous			
Affirmative	**Negative**		**Interrogative**
	Long Form	**Contracted Form**	
I will be going	I will not be going	I won't be going	Will I be going?
You will be going	You will not be going	You won't be going	Will you be going?
He/she/it will be going	He/she/it will not be going	He/she/it won't be going	Will he/she/it be going?
We will be going	We will not be going	We won't be going	Will we be going?
You will be going	You will not be going	You won't be going	Will you be going?
They will be going	They will not be going	They won't be going	Will they be going?

- The **future <u>simple</u>** is used :

- for predictions : what you think will happen or what is certain to happen.

  - You are going on a long flight. You can say : "I will be tired after my long journey."

- for spontaneous decisions or offers (a decision made at the time of speaking).

  - With a group of friends, the phone rings : You can say : "I'll answer it!"

- **The future <u>continuous</u>** is used to refer to a future continuous action.
  - You are going on a long flight. You can say : "In two hours' time I will be having lunch on the plane."

"I will be flying over London."
"I will be watching a film."

- **Future tense exercise**
- **Future simple or Future continuous?**
- Complete each sentence below with the correct form of the verb in brackets. Then press "Check" to check your answers.
- 1. I promise I (call) you as soon as I have any news.

  2. This time tomorrow Tom (fly) over the Atlantic on his way to Boston.

  3. Those bags look heavy. I (carry) one of them for you.

  4. Alex and Eva are getting married next Saturday. All the guests (wear) white.

  5. The week after the wedding they (enjoy) the sun in the West Indies.

  6. The sky is a bit cloudy. (Rain) do you think?

  7. If you look at this map you (see) where the islands are.

  8. You should have no problem finding the musician. He (carry) a guitar.

Irregular Verbs

Verb	Past Simple	Past Participle
arise	arose	arisen
be	was/were	been
bear	bore	borne
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent

bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought

find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	lain
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let

lie	lay	lain
light	lit	lit
lose	lost	lost

Irregular Verbs

Verb	**Past Simple**	**Past Participle**
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken

shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spell	spelt	spelt
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spit	spat	spat
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
stink	stank	stunk
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken

teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

<u>A - AN</u> :

A and **an** are **indefinite articles** used to refer to a singular countable noun. An **indefinite** article means that we do not know which one, or it is not important
to know it.

Which one to use: 'a' or 'an'?

The rule states that “a” should be used before words that begin with consonants (b, c ,d etc.) while “an” should be used before words that begin with vowels (a,e,i, etc.). It should be noted, however, that the usage is determined by the pronunciation and not by the spelling, and this includes abbreviations and acronyms. To simplify, one uses 'a' before a word that begins with a consonant SOUND, and 'an' before a word that begins with a vowel SOUND.

A is used before :

• a consonant (b, c, d, f, g, etc.) **a** car/**a** hotel
• a vowel that is pronounced like "yu" **a** European/**a** university
• the vowel 'o' when it has a "w" sound**a** one-way street
An is used before :
• a vowel (a, e, i, etc.) : **an** animal/**an** elevator
• an unaspirated 'h': **an** hour/**an** honest man
• abbreviations starting with a vowel **sound**: **an** MBA ('em' sound)

<u>THE</u> :

The is a **definite article** used to talk about something <u>specific</u>.
The town <u>where Julie lives</u> is very big.

- What book is Julie reading? She's reading **the** book <u>Tom gave her</u>.

The is also used to refer to:

- Rivers, seas, oceans :

        - **the** Mississippi river, **the** Mediterranean sea, **the** Atlantic ocean
- Nationalities :
    - **the** British, **the** Americans, **the** Japanese, **the** Chinese, etc.

<u>No article</u> :

No article is used in **generalisations:**

- I like music
- Caviar is expensive.

  Exceptions :
- I watch television but I listen to **the** radio and I go to **the** cinema.
- I don't play tennis but I play **the** piano, **the** guitar, etc.

No article is used for **place names** (towns, countries, mountains) :

- London, Spain, Mount Everest

  Except if plural :
- **The** Greek islands, **The** United States, **The** Alps, **The** Himalayas

Comparative and Superlative Adjectives

Comparative adjectives are used to compare two things or people to each other.
•A bus is bigger than a car.
•Bill is older than Harry.

Superlative adjectives are used to compare one member of a group to the whole group.
We use **the** with a superlative adjective.
•The Nile is the longest river in the world.
•In our class Maria is the oldest and Charlie is the youngest.

FORMATION

Form	**Adjective**	**Comparative**	**Superlative**
One syllable :	long	long**er than**	the long**est**
(add : **-er / -est**)	nice	nic**er than**	the nic**est**
	hot	hott**er than**	the hott**est**

Two or more syllables :	famous	**more** famous **than**	the **most** famous
(add: **more-less/most-least** before the adjective)	interesting	**less** interesting **than**	the **least** interesting
	practical	**more** practical **than**	the **most** practical

Two syllables ending in -y :	funny	funn**ier than**	the funn**iest**
(the **'y'** becomes **'i'** before **-er/-est**)	easy	eas**ier than**	the eas**iest**
	happy	happ**ier than**	the happ**iest**

Irregular Adjectives :	good	better **than**	the **best**
	bad	wors**e** **than**	the **worst**
	much/many	more **than**	the **most**
	little	less t**han**	the **least**
	far	farther/further **than**	the far**thest**/fu**rthest**

N.B. :   Adjectives ending with a vowel and a consonant double the consonant
big - bigger - biggest
except when the consonant is **'w'** or **'y'** :
new - newer - newest.

Adverbs

Adverbs are used to say <u>how</u> or <u>in what manner</u> we do something.

• She danced very gracefully.
• The children ran up the stairs noisily.
• They were all chatting happily when we arrived.
• He drove carefully along the icy road.
• The technician explained the problem very clearly.

<u>**Formation of adverbs**</u>	**Adjective**	<u>**Adverb**</u>
Most adverbs are formed by adding **-ly** to the adjective :	slow careful	slow**ly** careful**ly**
For adjectives ending in **-y, -e, -ic,** the adverbs are formed as follows :	happ**y** humbl**e** histor**ic**	happ**ily** humb**ly** historic**ally**
Exceptions :	good hard fast	well hard fast

N.B. Although they end in **-ly,** the following words are <u>adjectives</u>, **NOT** adverbs :
friendly, lively, lonely, lovely, silly, ugly
for example : a friendly person, a silly remark, an ugly duckling, and so on ...

Adverbs of Frequency

Frequency Adverbs

- Adverbs such as always, already, ever, never, often, rarely, seldom, sometimes,
  still, usually, generally, regularly, are placed as follows in sentences :
  - **after** the verb **BE** :
    - Charlie **is** always late.
    - English grammar **is** sometimes difficult.
  - **before** other verbs :
    - Tom sometimes **takes** the bus.
    - Sophie usually **has** lunch with her colleagues.
  - **between** two verbs :
    or after the first verb if there are more than two :
    - Julie **has** never **travelled** on the Eurostar.
    - You **can** always **change** your password later.
    - I **would** never **have thought** that.
  - **Except** if the second verb is an infinitive :
    - Charlie often **needs to ask** for directions.
    - Alex rarely **chooses to travel** by train.
    - We generally **try to eat** healthy food.

Frequency Phrases

- Frequency phrases such as every day, once in a while, etc. go **at the beginning**
  or **at the end** of sentences.
  - I wash my hair every day.
  - Once a month I go to the hairdresser's to have it cut.

<u>A lot of - much - many</u> :

- **<u>A lot of</u> :**
  - **A lot of** can be used in **all** sentences: affirmative, negative and interrogative.
- **<u>Much - many :</u>**
  - **Much** is used with <u>uncountable nouns</u> (for example: **'much** English')
  - **Many** is used with <u>countable nouns</u> (for example : '**many** words').
  - **Much** and **many** are used in <u>negative</u> and <u>interrogative</u> sentences. They are rarely used in <u>affirmative</u> sentences, except:
    - **If they begin a sentence:**
      - **Many** people believe all they hear.
      - **Much** of what was said was confusing.
    - **If they are preceded by 'so', 'as' and 'too'** and in some expressions with **'very'**:
      - ~~There was much noise.~~
      - There was **so** much noise that I couldn't hear very well.
      - ~~We ate many cherries.~~
      - You can eat **as** many cherries as you like.
      - ~~They gave us much information.~~
      - They gave us **too** much information.
      - I enjoyed the film **very** much.
    - **In formal or written English.**
      In affirmative sentences much and many are more often used in formal or written English whereas a lot of/ lots of are more common in conversational English.
      For example, much and many are generally used in newspaper reports and headlines.

Affirmative	Negative	Interrogative
We learn **a lot of** English.	I don't know **a lot of** English.	Do you learn **a lot of** English?
I make **a lot of** mistakes.	I don't know **much** English.	Do you know **much** English?

BUT :		
Much of our food is exported.	I don't know **a lot of** words.	Do you make **a lot of** mistakes?
Many people drive too fast.	I don't know **many** words.	Do you make **many** mistakes?

Compare a lot of and a lot :

- Tom knows **a lot of** vocabulary.
- Charlie is talkative. He talks **a lot**.

Although - despite

(Although - even though / Despite - in spite of)

Meaning and use in English.

Although/even though and despite/in spite of are used to combine or link two contrasting statements.

- **Although/even though** are followed by a **subject and a verb** :
  - **Although/even though** it was raining, he walked to the station.
  - **Although/even though** he had enough money, he refused to buy a new car.
- **Despite/in spite of are followed by a noun, a pronoun or a verb ending in -ing.**
  - **Despite/in spite of** the rain he walked to the station.
  - He noticed the rain but he walked to the station **in spite of it**.
  - **Despite** be**ing** wet and tired, he walked to the station.
- **Despite/in spite of** have the same meaning, but **despite** is used **without 'of'.**

Example : **He had enough money. He refused to buy a new car.**

The above two statements can be combined as follows :

- **Although/even though** he had enough money, he refused to buy a new car.
- **Despite/in spite of** hav**ing** enough money he refused to buy a new car.
- He had enough money, but **despite/in spite of** that he refused to buy a new car.

Prepositions
AT - ON - IN

When to use the prepositions **at**, **on** and **in** can sometimes be confusing. Below are some examples to help you.

AT - ON - IN

Examples of use :

	Space/Location	**Time**	**Other**
AT	David is waiting **at** the bank.	**At** 9 o'clock	Anne is good **at** English.
	I saw Mary **at** work, **at** home, **at** the party, etc.	**At** the age of 80.	Look **at** that car!
	We landed **at** the airport.	**At** dawn.	The golfer aimed **at** the flag.
	At a specific address: (**a**t10 Downing St.)	**At** night	Laugh **at** a joke.
ON	The bank is **on** Oxford street.	**On** December 25th.	**On** television./ **On** the radio.
	The offices are **on** 5th Avenue.	**On** the day we arranged.	**On** the phone.
	The book is **on** the	**On** Sunday.	**On** the computer.

	desk. Don't walk **on** the grass.	**On** my birthday.	**On** holiday(s)/**on** sale/**on** fire
IN	He lives **in** New York.	**In** 2012.	She writes **in** English.
	She works **in** advertising.	**In** a minute, a month, a year, the future, the past.	He is **in** good humour.
	The children are **in** the garden.	**In** the morning, the afternoon, the evening.	They are **in** danger.
	The desk is **in** the office.	**In** winter, spring, summer, autumn.	We are **in** good health.

- **Example:**

  Harry and Sally met each other **at** a barbecue while they were **on** holidays. They live **in** the same town so they arranged to meet again **at** the cinema**at** 7 o'clock **on** the following Saturday. The cinema is **on** main street **in** the town centre. Later **in** the evening they had dinner **in** an Italian restaurant**on** the square.

UK - US DIFFERENCES

(differences in British and American spelling and vocabulary)

- British and American spelling and vocabulary differ in many areas. British English tends to keep the spelling of words absorbed from other languages (e.g. French), whereas American English often adapts the spelling of words to sound as they are actually spoken. There are also many cases where different words or terms are used to refer to the same thing. Below you find examples of differences in spelling and vocabulary.

Britain	**America**
-our / -or Many words end in **-our** in Britain, and in **-or** in America.	
colour	color
favour	favor
neighbour	neighbor
-tre / ter Words ending in **-tre** in Britain end in **-ter** in America, for example :	
centre	center
litre	liter
metre	meter
theatre	theater

Doubling of letters In Britain, the 'l' is doubled in an unstressed syllable :	
travelling	traveling
marvellous	marvelous
Different spelling	
analogue	analog
catalogue	catalog
cheque	check
dialogue	dialog
defence	defense
jewellery	jewelry
kerb	curb
plough	plow
programme	program
pyjamas	pajamas
speciality	specialty
tyre (for a wheel)	tire
Different words	
aubergine	eggplant
autumn	fall

bill	check
biscuit(s)	cookie(s)
bonnet (of a car)	hood
boot (of a car)	trunk
car park	parking lot
cot	crib
chemist	drugstore
chips	French fries
crisps (potato crisps)	chips (potato chips)
cinema	movie theater
courgette	zucchini
draughts (board game)	checkers
dustbin	garbage can
film	movie
flat	apartment
football	soccer
full stop (punctuation)	period
grill (verb)	broil
handbag	purse/pocketbook
holiday	vacation
letter box	mail box
lift	elevator

lorry	truck
luggage	baggage
maths	math
mobile phone	cell phone
motorway	freeway/highway
nappy	diaper
pavement	sidewalk
petrol	gas/gasoline
postcode	zip code
queue	line
queue	line
rubber	eraser
solicitor	lawyer
starter (meal)	appetizer
tap	faucet
tin	can
tram	streetcar/cable car
trainers	sneakers
trousers	pants
tyre	tire
queue	line

underground	subway
vest	undershirt
waistcoat	vest
wardrobe	closet

NOUNS

(countable, uncountable and plural nouns)

Countable nouns

Countable nouns are individual objects, people, places and things that can be counted.
For example, books, houses, Americans, cats, dogs, cars, etc.
A countable noun can be **singular** (a book) or **plural** (two book**s**)
The singular form of a verb is used with a singular countable noun : the apple **is** red
The plural form of a verb is used with a plural countable noun : the apple**s are** red.

Uncountable nouns

Uncountable or mass nouns are substances, concepts, information, materials, etc.
which are not individual objects and cannot be counted. They have no plural form.

For example :

- Substances : milk, cream, sugar, bread, flour, water, wine
- Concepts : hope, peace, beauty, entertainment, freedom
- Feelings and qualities : anger, joy, honesty, pride
- Activities : homework, sleep, surveillance

Uncountable or mass nouns are :

- used with **no indefinite article** (~~a/an~~) : Drink water if you are thirsty. (not: ~~a water~~)
- take a **singular verb**. : Water **is** safe to drink in this area.

To talk about a certain quantity, we use : **some/ a piece of/ a drop of/ a glass of/ a slice of,** etc.

- some milk / a drop of milk
- a piece of cheese/cake/pizza
- a slice of bread
- a glass of water
- a piece of advice/information/news/luggage
- a news item

Common uncountable nouns : advice, accommodation, baggage, bread, cheese, equipment, furniture, happiness, information, knowledge, literature, luggage, money, music, news, pasta, progress, research, sadness, travel, water, work ...

Examples of use :

- Water **is** a necessity.
- Could I have **a slice of bread** please?
- Have **some cream** with your strawberries.
- That's an interesting **piece of information.**
- Here **is** the latest news.

Plural nouns with no singular form

Some plural nouns have no singular form. Examples are : earnings, (reading) glasses, trousers, shorts, scissors, binoculars.

These nouns take a **plural verb** :

- The company's earnings **are** increasing every year.
- These scissors **are** rusty.

To refer to one item of clothing, tools or instruments which consist of two parts, **a pair of** is used :

- A pair of trousers
- A pair of scissors.

Some nouns **appear to be plural** in form but take a **singular verb**. For example : news, gymnastics, athletics, economics, physics, politics

- The news **is** not very good I'm afraid.
- They say politics **is** a complicated business.
- Gymnastics **is** fun to watch.
- Physics **is** a difficult subject for many students.

NOUNS

(collective and compound nouns in English)

Collective nouns

Collective nouns are nouns which refer to a group of individuals :

For example : army, audience, committee, crew, crowd, flock, herd, public, staff, team.

These nouns take **a singular verb** when we think of the group as an entity :

- The audience **was** enthusiastic.
- Our team **is** definitely the best.
- The jury **is** deliberating.

We can use a **plural verb** if we think of them as members of a group acting individually :

- The crew **are** all wearing their new uniform.

Compound nouns

Compound nouns (or compound words) result from the merging of two words. These are very common in English and new combinations are invented almost everyday.

Compound nouns normally consist of two or three parts, for example washing machine.

The second part (machine) identifies the object or person. The first part (washing) tells us what sort of object or person it is, or what its purpose is.

The parts that compose a compound noun can be, for example:

- two nouns (notebook, toothbrush, motorcycle)
- an adjective and a noun (greenhouse, blackboard, software)
- a noun and a verb (rainfall, sunshine, haircut)
- a verb and an adverb (drawback, takeover)

- an adverb and a verb (outbreak, overthrow, input)
- the gerund form of a verb (-ing) with a noun (washing machine, swimming pool)

Compound nouns are either written as :

- separate words (ex: orange juice, real estate, post office, car park),
- words linked by a hyphen (mother-in-law, washing-up, check-in)
- or one word (notebook, classroom, football, bedroom, toothpaste).

It should be noted that compound nouns often have a meaning that is different from the two separate words. For example:

- a greenhouse (compound noun) is a place where we grow plants.
- a green house (adjective and noun) is simply a house painted green.

FOR - SINCE - AGO

For, since and **ago** are used to talk about **time.**

FOR	▪ **For** is used to indicate **a period of time**. ▪ How long are you staying in London? I'm staying **for** a week. **For** is often used with the **Present Perfect**. ▪ I have been waiting at the bus stop **for** 10 minutes. ▪ I have lived in this country **for** 5 years. ▪ **For** can be used with **other verb tenses** : ▪ Present : I go on holidays **for** two weeks every summer. ▪ Past : When I was sixteen, I stayed in London **for** two months. ▪ Future :While I am in the USA , I will be in New York **for** two days.
SINCE	▪ **Since** is used to refer to the **starting point** of actions or situations. It is generally used with the **Present Perfect.** ▪ I have been waiting for the bus **since** 8 o'clock. ▪ I live in Tokyo. I have lived in Tokyo **since** January 2010. ▪ I have been learning English **since** the beginning of the year.
AGO	▪ **Ago** is used to say **when** past events happened, going back from today towards the past. The verb is in the **Past Tense**. ▪ I came to Tokyo two years **ago**. ▪ I arrived at the bus stop 10 minutes **ago.** ▪ The company was founded 30 years **ago.**

LINKING WORDS and PHRASES

Linking words and phrases in English (also called 'connective' or 'transition' words) are used to combine two clauses or sentences presenting contrast, comparison, condition, supposition, purpose, etc. They enable us to establish clear connections between ideas.

Most linking words can either connect clauses within a sentence, or start a sentence to form a link with the previous statement.

♦ Note : A clause is a group of words that includes a subject and a verb. The following sentence contains two clauses: **She lives in Mexico** because **she likes the climate**.

Below you will find some examples of linking words and how to use them. This is not a comprehensive list. You may want to add your own linking words and phrases.

Examples of linking words within one sentence:

Linking Words	**Example of use**
As long as provided (that) providing	You can take my car **as long as/provided (that)/providing** you don't damage it. (I will lend you my car on condition that you don't damage it.)
Although/even though	**Although/even though** he is rich, he lives in a small house. (In spite of the fact that he is rich, he lives in a small house.)
Even if	He is poor and has no house, but **even if** he had money, he wouldn't buy a house. (Supposing he had the money, he still wouldn't buy a house.)
In case	Take an umbrella **in case** it rains. (It might rain, so it's a good idea to take an umbrella.)

In spite of / despite	**In spite of/despite** the rain, she walked to the station. **in spite of/despite** be**ing** blind, he walked to the station. (without being affected by the rain or by being blind.)
So that	She arrived early **so that** she could help her colleagues. (She arrived early for the purpose of helping her colleagues.)
Whatever	You can count on me **whatever** you decide to do. (No matter what your decision is, you can count on me.)
Whereas	Tom is rich, **whereas** Jack is poor. (Tom is rich; in contrast Jack is poor.)
Whenever	I will lend you my car **whenever** you need it. (No matter when you need my car, I will lend it to you.)
Wherever	My thoughts will be with you **wherever** you go. (No matter where you go, my thoughts will be with you.)

Examples of linking words that connect two separate sentences or two clauses:

♦ Note : If linking words start a sentence, they are followed by a comma.
When they are used to connect two clauses, a semi-colon is used at the end
of the first clause, and a comma is often used after the linking word(s).

Linking Words	Example of use
As a result **Consequently** **Therefore**	Prices were reduced by 20%. **As a result,** sales increased. The company is expanding. **Consequently,** there are jobs on offer. A hurricane has been announced. **Therefore**, air traffic will be disrupted.
Besides **Furthermore** **In addition** **Moreover**	The trip is too expensive. **Besides**, I don't really like hot weather. Computers are cheaper nowadays; **furthermore,** they are lighter. You haven't paid the rent yet. **In addition,** you owe me money. The report is badly presented. **Moreover,** it contains inaccuracies.
For instance **For example**	There are several problems to consider; **for instance/for example,** there is a lack of public transport.
Conversely **On the contrary** **On the other hand**	Northern European countries had a great summer. **On the contrary/conversely,** southern Europe had poor weather. Laptops are convenient; o**n the other hand,** they can be expensive
However **Nevertheless** **Nonetheless**	The hotel was open. **However,** nobody came to the reception desk. He had severe injuries; **nevertheless,** he completely recovered. The weather was bitterly cold. He went hiking **nonetheless**.
In the same way **Likewise** **Similarly** **By the same token**	Alex enjoys telling jokes; **in the same way/similarly/likewise,** his son adores funny stories. Teenagers should be more respectful; **by the same token,** parents should be more understanding.

To summarise/sum up **Briefly** **To conclude** **In conclusion**	I've covered the main events of the year. **To sum up/briefly,** our team is now one of the best in the world. **To conclude,** I want to wish you all a very happy holiday season.

POSSESSIVES

	<u>**Rule**</u>	<u>**Examples**</u>
Singular Nouns : (even if the meaning is plural or if there are several words.)	Add **'s** after the possessor.	- Tom's car - The cat's tail. - The children's toys - The Queen of England's jewels
Plural Nouns	Add **'s** after the plural **'s'.**	- My parents' car. - The students' rooms. - My grandparents' house
Names ending in 's'	Add **'s** after the last **'s'.**	- Deni**s's** wife - Glady**s's** job
Double Possessive	Add **'s** after the possessor's name, or use a possessive pronoun.	- A friend of my father's (one of his friends, not the only one.) - A friend of mine/ his/hers/ours/yours/theirs. - A friend of Julie's
Shops and people's homes	Often take the possessive.	- At the hairdresser's - At the dentist's - At the Brown's

N.B.
The apostrophe followed by **s** (**'s**) (ex:Tom's), to denote possession, is used for **living things**.

- **living things** (humans and animals) :
  - John's car, the cat's milk, the dog's tail (not ~~the car's door~~)
- **groups and institutions** :
  - The government's proposal, the company's policy.
- **BUT :**
  - the door of the car
  - the leg of the table.
  - the roof of the house.

PREPOSITIONS

Preposition	**Meaning**	**Examples**
above	higher than, or over	The sun is **above** the clouds.
across	from one side to the other	It's dangerous to run **across** the road.
after	- following something - later than	- The boy ran **after** the ball. - I'll phone you **after** lunch.
against	- in opposition to - in contact with	- Stealing is **against** the law. - The sofa is **against** the wall.
along	from one end to the other	They are walking **along** the street.
among	surrounded by	Peter was a**mong** the spectators.
around	- in a circle - near, approximately	- He walked **around** the table. - It costs **around** 50 euros.
before	- earlier than - in front of	- The day **before** yesterday. - He bowed **before** the king.
behind	at the back of	Passengers sit **behind** the driver.

below	lower than	His shorts are **below** his knees.
beneath	under	The pen was **beneath** the books.
beside	next to	The bank is **beside** the cinema.
between	in the space separating two things	Mary sat **betwee**n Tom and Jane.
by	near, at the side of	The restaurant is **by** the river.
close to	near	The school is **near** the church.
down	from higher to lower	She pulled **down** the blind.
from	where something starts or originates	The wind is blowing **from** the north.
in	at a point within an area	The pen is **in** the drawer.
in front of	directly before	The child ran out **in front of** the bus.
inside	on the inner part of	The bird is **inside** the cage.
into	enter a closed space	He went **into** the shop.
near	close to	The school is **nea**r the church.
next to	beside	The bank is **next to** the cinema.
off	down or away from	He fell **off** the horse.
on	in a position touching a surface	The plate is **on** the table.
onto	move to a position on a surface	The cat jumped **onto** the roof of the car.

opposite	facing, on the other side	Eva sat **opposite** Tom at the table.
out of	- move from a closed space - without	- He got **out of** the taxi. - She's **out of** work.
outside	opposite of inside, on the outer side	The garden is **outside** the house.
over	- above/across - on the surface of	- The plane flew **over** the Atlantic. - She put a sheet **over** the furniture.
past	beyond	She drove **past** the supermarket.
round	in a circular movement	The earth moves **round** the sun.
through	from one side to the other	The Seine flows **through** Paris.
throughout	in every part of	The virus spread **throughout** the country.
to	in the direct of / towards	On the way **to** the station.
towards	in the direction of	The child ran **towards** her father.
under	beneath, below	Water flows **under** the bridge.
underneath	beneath	There was dust **underneath** the rug.
up	towards or in a higher position	She walked **up** the stairs.

Fill in the gaps with the suitable preposition:

1.There was an accident close my office in London yesterday. A lorry crashed a bus.The lorry was parked the corner of the road, the left side, just front of the bus stop. The bus wasdriving the road, the left lane. Just as the bus

stopped the lorry, the lorry driver turned his engine and reversed the bus. There wasn't too much damage caused the bus, but the passengers got the fright their lives!

2. My name is Maria and I come Spain. I am studying English a school London. I'm not very good languages but I need English to work tourism. I'm fond travelling and I like meeting people. Last Saturday my neighbour invited me a party. It was kind him to invite me. My neighbour's brother is married a Spanish girl. I go the cinema quite often - it depends the film. I'm also interested art, so I often visit art galleries and museums. The people are very nice me here and they don't make fun my accent. Perhaps my English is improving!

3. The house I live belongs my mother. She inherited it her father who bought it when he got married. My grandfather borrowed money the bank and it took him many years to pay it My mother divided the house two flats, so that if anything happened her, my sister and I would each have a flat. The house reminds me my grandfather. He suffered arthritis the end of his life, so he lived the ground floor, which is now my flat. I often think the difficult life he had. I think life is much easier today, and my sister agrees me ... but who knows what life has store for us!

SOME - ANY - A LITTLE - A FEW - MUCH - MANY

Some, any, a little, a few are used to express quantity, to say or ask if you have a quantity of something or not.

- **Some** is used in affirmative sentences, and also when asking for or offering something.
- **Any** is used in negative and interrogative sentences.
- **A few** is used with countable nouns : a few apples.
- **A little** is used with uncountable nouns : a little cheese.

Here are some examples :

Affirmative	**Negative**	**Interrogative**
There are **some** apples in the bowl.	There aren't **any** apples.	Are there **any** apples?
(We don't know how many, but the bowl is not empty.)	(The bowl is empty.)	(We want to know if the bowl contains apples.)
There are **a few** apples, not many, a small number.	There aren't **many** apples.	Are there **many** apples?
There is a **little** cheese.	There isn't **much** cheese.	Is there **much** cheese?
N.B.: Asking and offering : Can I have / would you like <u>some</u> coffee?		

Whatever - Whenever - Wherever - Whichever - Whoever

Whatever, whenever, wherever, whichever, whoever :

If we add -ever to **wh-words** like what, which, when, where and who, we change their meaning to : "it doesn't matter", or "no matter" what, which, when, where and who …

Whatever, whenever, wherever, whichever, whoever are used as follows :

- **Whatever** = anything or everything; regardless of what, no matter what

  - **Whatever** you do, don't forget your grandmother's birthday.
  - Take **whatever** you want from the fridge of you're hungry.
  - Put that thing away **whatever** it is!

- **Whenever** = every time; at any time; regardless of when, not matter when

  - You can borrow my dictionary **whenever** you like.
  - He interrupts me **whenever** I start to speak.
  - **Whenever** I open this cupboard something falls out!

- **Wherever** = everywhere; regardless of where, no matter where

- **Wherever** you go you'll always find someone who speaks English.
- She'll be happy **wherever** she decides to live.
- We'll go on holiday **wherever** you want to go - you choose!

- **Whichever** = the person or thing which; regardless of which, no matter which

  - Wear **whichever** shoes are the most comfortable.
  - Take **whichever** one you want.
  - Choose **whichever** earrings you like - it's your birthday!

- **Whoever** = the person who; regardless of who, no matter who

  - **Whoever** comes with you is welcome.
  - **Whoever** opened the gate didn't close it.
  - I don't want to talk to you, **-** **whoever** you are!

Who - Whose - Whom - That - Which - Where

There is often confusion about the use of **who, whose, whom, that, which** or **where.**

- We use **who** when referring to people or when we want to know the person.
  • The person **who** answered the phone was very helpful.
  • **Who** ate all the chocolates?
- We use **which** to refer to a thing or an idea, and to ask about choices.
  • My car, **which** is 20 years old, isn't worth much.
  • **Which** size would you like, small, medium or large?
- We use **that** for both a person and a thing/idea.
  • I'm talking about the person **that** I saw yesterday.
  • This is the style **that** I want to use.
- **Whose** refers to ownership.
  • **Whose** dictionary is this?
  • There's the girl **whose** car was stolen.
- **Whom:**
  When **who** is the object of a verb, **whom**, with a preposition, can be used instead,
  but it is formal and rather old-fashioned. In modern speech, we use **who**, or we leave out the pronoun.
  • You are referring to a person **who** no longer works here.
  • The person **to whom** you are referring no longer works here.

- The person **(who)** you are you referring **to** no longer works here.

Whom is always used when it is preceded by quantifiers such as all of, both of, few of,many of, several of, etc. For example:
• He addressed the spectators, most of **whom** remained seated.

- **Where** (relative adverb) refers to places and locations.
• **Where** is the station please?
• That's **where** I spent my childhood.

Examples of use :

I know a woman. She speaks 6 languages.	I know a woman **who** speaks 6 languages.
I know a woman. Her husband speaks 6 languages.	I know a woman **whose husband** speaks 6 languages.
I spoke to a person yesterday.	The person **to whom** I spoke yesterday.(formal) The person (who) I spoke to yesterday.(informal)
I live in a house. It is 200 years old.	I live in a house **which/that** is 200 years old.
That's the hotel. We stayed there last year.	That's the hotel **where** we stayed last year. That's the hotel **that** we stayed **in** last year.

When can we leave out relative pronouns (who, whom, which, that)?

In conversational English relative pronouns can be omitted when they are the **object** of a relative clause. In a formal context it is usually wiser to leave the relative pronoun.

Subject	**Verb**	**Object**
Tom	drives	a red truck

→ The person **who** drives a red truck is called Tom.
In this sentence 'who' refers to the **subject** so it **cannot** be omitted.

→ The truck (**that**) Tom drives is red.
In this sentence 'that' refers to the **object** (the truck) so it **can** be omitted.

Compare :

- The woman **who** wanted to see me is a doctor. ('Woman' is the subject of the sentence)
- The woman (**that**) I wanted to see is a doctor. (Here 'woman' is the object, 'I'' is the subject.)

WISH - IF

WISH :

- To express **a regret about the present,** we use **wish + the past simple** :
  - I don't play the piano. I **wish I play<u>ed</u>** the piano.
  - Pedro doesn't speak English. Pedro **wishes he spoke** English.
- When **'wish'** if followed by the **verb 'to be'**, 'were' is used instead of 'was':
  - I don't have a lot of money. I **wish I were** (not ~~was~~) rich.
  - I'm not very tall. I **wish I were** taller.
- To express **a regret about the past,** we use **wish + the past perfect** :
  - Julie lost her umbrella yesterday. Julie **wishes** she **hadn't lost** her umbrella.
  - Alex didn't revise his grammar. Alex **wishes** he **had revised** his grammar.
- To express **a desire to change something**, we use **wish + would** :
  - The children are making a lot of noise. I **wish they would stop** making noise.
  - The weather is awful. I wish the weather **would improve**.

NOTE : **'I wish'** can be replaced with **'if only'** which carries more emphasis.
◊ "If only you had told me in time!' = "I wish you had told me in time."

IF :

- After **if**, we often use **were** instead of **was**, especially in a formal style where it is considered more correct.
  - If I **were** rich, I would travel all over the world.
  - If he **were** a better manager, the company would be more successful.
- We use the structure **"if I were you " + would** to give advice
  - **If I were you** I would take English lessons.

TRAVEL - TRIP - JOURNEY - TOUR - VOYAGE

The explanations should help clarify the meaning and use of vocabulary related to travel.

Travel	The word 'travel' is used to talk about going from one place to another. It can be a verb, a noun or an adjective : ▪ **Verb** : Paul **travels** a lot in his job. ▪ **Noun** : **Travel** nowadays is faster than before. ▪ **Adjective** : There is a **travel** agency beside the bank.
Trip	The word **trip** is used to talk about a short journey somewhere for a purpose, business or pleasure. ▪ For our wedding anniversary, we went on a **trip** to Venice. ▪ My boss is often away on business **trips**. ▪ During our holiday we took a boat **trip** to the islands.
Journey	A **journey** is the distance covered when travelling from one place to another.

	'Journey' can refer to a long distance or a short regular one. ▪ The **journey** was long and tiring. It took us 5 hours to get there. ▪ Did you have a good **journey**? Yes, it was quite pleasant. ▪ How long is you**r journey** to work? Just about 20 minutes.
Tour	A **tour** is a journey during which several places are visited, especially on a holiday. 'Tour' can be a noun or a verb. ▪ **Noun** : We went on **a tour** of Italy. ▪ **Verb** : **We toured** the north of India.
Voyage	A **voyage** is a long journey by sea or in space. ▪ Before the 20th century, long **sea voyages** were common. ▪ A spacecraft will take you on a **voyage through space**.

Reported (Indirect) Speech

In reported (indirect) speech, we report an idea expressed by someone, without quoting the exact words used.

Direct speech	Tom : "I like football." Mary: "What did Tom say?"
Indirect (reported) speech	Bill : "Tom said (that) he lik**ed** football."

- We use verbs such as : **say, tell, announce, promise, explain.**
- The verb tenses become **more past**
- **We can omit 'that'** : Tom said (that) he liked football

Direct Speech
You talk to Mr. Smith and he tells you the following things : ▪ I clean my car every Friday. ▪ I'm doing a computer course this year. ▪ I visited a museum yesterday. ▪ I will be 30 tomorrow.
Indirect or Reported Speech
You report your conversation with Mr. Smith to your husband/wife/friend : ▪ Mr. Smith said (that) he cleaned his car every Friday. ▪ He said (that) he was doing a computer course this year. ▪ He said (that) he had visited a museum yesterday. ▪ He said (that) he would be 30 tomorrow.
<u>Questions</u> :

In indirect or reported questions, **the subject changes place.** Direct : ▪ When **is** your husband **starting** his new job? Indirect : ▪ He asked me when my husband **was starting** his new job.
Orders, requests, advice and suggestions : Orders, requests, advice and suggestions are often reported by using the infinitive. Direct : ▪ Be careful! ▪ Don't drive too fast. Indirect : ▪ I told him **to be** careful. ▪ I told him **not to drive** too fast.

Commonly Confusing Words

1. **Accept–Except: Is the action one of approving or rejecting?**

They **accepted** my 40% off coupon when I bought my TV. (They agreed to take it.)

They **excepted** televisions on the back of the 40% off coupon. (TVs weren't included in the coupon offer.)

2. **Affect–Effect: is it an influence or an outcome?**

Seeing thin models **affects** a young girl's self-image.

An emotional **effect** may be self-hate or anorexia (not eating). (result)

3. **Another–The Other: Is it one more or the rest?**

She ate one. (a cookie)

Then she ate **another**. (one more)

Then she ate **the others**. (the rest)

4. **<u>Ashamed–Embarrassed</u>: Is it a moral or social error?**

She was **ashamed of herself** for lying.
She was **embarrassed by** the lie.

?He **shamed himself.**
He embarrassed himself.

His lying was **shameful**.
His lying was **embarrassing**.
He was **embarrassed** by it.

5. **<u>As it were–If you will</u>: Are you asking the person to accept the use of a new word or phrase, or to follow your line of thought?**

Van Gogh's night skies were filled with stars that **swirled and danced, as it were,** across the canvas. ("so to speak")

Imagine, if you will, a night sky filled with tiny little brush strokes. ("Follow my thoughts.")

Van Gogh was a talented painter, **but he didn't have much of an ear, no pun intended, for music.**

6. **<u>Because–Though</u>: Is it an expected (logical) or contrary outcome?**

He wore his winter pants **because** it was snowing.
Schools were closed **because of** the cold temperature**.**
It was snowing. **For this reason**, the schools were closed.

He was biking in his shorts **though** it was snowing.
The schools were open **in spite of** the cold temperature.
It was snowing. **Nevertheless**, the schools were open

7. **<u>During–In</u>: Is it and activity with duration or an exact time**

We are on vacation **during** July.
We went to the beach several times **in** our stay.

They are on vacation **in** July.
*They stayed there **during** July, not during May.

8. **<u>Indeed–Even</u> : Is it unexpected or extraordinary?**

His work is **indeed** more amazing than before.

His work is **even** more amazing than before.

His work is **in fact** more amazing than before.

9. **<u>Farther–Further</u>: expressing comparative distance or "additional"**

he shop is **farther** down the street. physical distance
The shop is **further** down the street. physical distance

What you say couldn't be **further** from the truth! (a lie) fig.

Do you need any **further** assistance? ("more")
We'll help them **further** their cause (advance) verb

10. **<u>Fewer–Less</u>: decreasing the amount of something**

*Do you want **less lines and wrinkles** on your face?
fewer lines **than** before / **less** wrinkling **than** before

We use **fewer** toxic chemicals. (number)
We use **less** toxic chemicals. (percentage, composition)

Less is more (noun)

11. <u>For–Since</u>: Is it a quantity of time or a specific time

We have been coming to this beach **for fifteen years**.

We have been coming to this beach **since July, 1995**.

12. **<u>If–In Case</u>: Is it a conditioned or a precautionary action**

Keep some extra batteries and bottled water **In case** there is an earthquake.

Get away from falling objects **if** there is an earthquake.

13. **<u>If only–Only If</u>: Is it a regretful wish or a particular condition?**

If only I had more time!

Only if you dry your dishes with a towel, **will they** be spotless! (word order change)

14. **<u>If–Unless</u>: expressing a specific condition for an outcome**

If you cook your turkey like this, you will have a tender turkey. (if this condition is met)

Only if you cook your turkey like this, **will you have a delicious dinner.**(under this condition - emphasizes this specific condition) .

Unless you cook your turkey like this, **you will have a tough turkey.(if this condition is not met)**

Cook your turkey like this. **Otherwise, you will have a tough turkey.(if using other methods)**

15. **<u>If–Whether</u>: is it a condition or an alternative?**

I don't know **if** my cell phone will work here.

I don't know **whether** my cell phone will work here.

I don't know **whether** my cell phone will work **if** I use it here.

16. **<u>Lie–Lay</u>: Who is lying down – the subject or the object?**

The baby **is lying** on the couch.

I **am laying the baby** down for a nap.

17. **<u>Like–As</u>: Are you comparing something to a noun or to a clause?**

My brother is **like** me.
My brother thinks **as** I do.

He's smart **like** a fox.
He is **as** smart **as** a fox .

18. **<u>Little–Few</u>: indicating insufficient quantity for count and noncount nouns**

Few people can give to food programs this year.
A few people will work with food programs.

Little help is being offered. (not much)
A little help is being offered. (enough)

19. **<u>Loose–Lose</u>: is it not tight or gone?**

Sophie's **tooth** is **loose**. (not securely fastened)
Sophie **will lose her tooth** in a day or so. (become unattached)
Sophie **is loosening her tooth** with her finger. (making it less tight)

20. <u>Make–Do</u>: Is the action "creating" or "performing"?

She **is making** a cake. (is creating, preparing)
He **is doing** the dishes. (is washing)

He **is making** travel plans. (is arranging)
He **is doing** the accounts. (performing the accounting job)

Do me a **favor**?

21. <u>Much–Many</u>: indicating quantity for count and noncount nouns

Not **many good snacks** are in the refrigerator.
Not **much junk food** is in the refrigerator.

Are there **many good snacks** in the refrigerator?
Is there **much junk food** in the refrigerator?

There are **many** good snacks in the refrigerator. (ok)
There is **much** food in the refrigerator. (awkward)

22. <u>Much–More</u>: increasing the amount of something

People have **much more knowledge** about eating right.
Many more people are eating healthier diets.

People eat **too much fat, sugar and salt.**
People eat **too many chips, cookies and candy bars.**

He is **much too old** for her.
She is **far too young** for him.

23. <u>Rise–Raise</u>: Who or what is rising – the subject or the object?

The sun **rises** at 6:00 a.m.
We **raise** the flag up the pole at 6:00 a.m.

The **rise** of the middle class was easy to predict.
My grandparents **raised** me. (fostered)

Did you get a **raise?**

24. <u>Say–Tell</u>: Are you quoting or reporting?

She **said**, "Hello, I am the your guide". (quoted speech)
She **told us** that she was our guide. (indirect speech)

She **said** "Follow me." (request / command)
She **told us to follow** her. (request / command)

25. <u>Sit–Set</u>: Who/What is sitting – the subject or the object?

My dog is sitting outside. (no object)

I **am setting her** down gently. (requires an object)

26. <u>So that–So…that</u>: expressing purpose vs. effect

We stayed up all night **so that** we could watch a meteor storm.

We stayed up late, **so** we were able to see the meteor storm as it passed.

27. <u>Some–Any</u>: referring to an indefinite quantity or number

I'd like **some tea**.

I did**n't** get **any tea**.

Would you like **some** / **any** tea?

I **doubt** that there are **any** cookies here.

Not one of the shops has **any** tea.

I **don't think** that **any** cookies are left.

—What kind of tea is it?

—I don't know… **some** tea he bought last week.

28. <u>Used–(Be) Used To</u>: Is it a former habit or a habit you are becoming accustomed to?

We **used to go** camping every spring. (We would go camping every spring).

We **are used to going camping** every spring. (We do it often.)

29.<u>When–While</u>: indicate same-time (synchronous) activities

When you **called**, he picked up his cell phone.

While he **was talking** on the phone, the baby slept.

30. <u>Verbal Idioms</u>: express activities with verb-prep combinations ("phasal verbs")

Look **up**.

Look up the word in the dictionary.

The airplane **took off**.

He **took** his coat **off**.

He **took off** his coat.

Varied exercises on grammar:

1. How often do you play tennis?

a. On Tuesday.

b. For two hours.

c. Almost every day.

d. With John.

2.Where do you usually eat lunch?

a. Sandwich.

b. With Jane.

c. At 12:00.

d. In the cafeteria

3.How long did you study last night?

a. With Bob.

b. In my room.

c. English.

d. For three hours.

4.What kind of novels do you like?

a. Yes, I do.

b. I like spy novels

5.What kind of work do you do?

a. I work every day.

b. I'm a piano teacher.

c. I worked for two hours.

6.How many hours a day do you watch TV?

a. About two hours.

b. In my living room.

c. I watch the news.

d. On Tuesday.

7.What is your busiest day of the week?

a. In the morning.

b. Every day.

c. Tuesday.

d. Last week.

8.My mother is a good cook.

a. I agree with you.

b. I agree you.

c. I agree to you.

d. I agree for you.

9.What does "TV" mean?

a. For one hour.

b. Yes

c. Television.

d. For one hour.

e. On Friday.

10.How do you spell "dog"?

a. No

b. D-O-G

c. No

d. I don't

e. Cat.

f. I have one dog.

11.What did you do yesterday?

a. I am swimming.

b. I swim.

c. I will swim.

d. I swam.

12.What do you like to drink?

a. Coffee.

b. Saturday evening.

c. Two.

d. With my friends

13.What did you eat last night?

a. At six.

b. Spaghetti.

c. With my family.

d. At home.

14.What are you doing?

a. I'm eating.

b. I ate.

c. I will be eating.

d. I have eaten.

15.It seems to me that most restaurants are too expensive.

a. I don't think it.

b. I don't think.

c. I don't think so.

16.Where's Mike?

a. At school.

b. At eight.

c. For three hours.

d. No, he isn't.

17.When did you go to that restaurant?

a. Spaghetti.

b. With Jane.

c. Last night.

d. About 30 minutes.

18.When was the last time you took a picture?

a. A picture of Jane.

b. Seven pictures.

c. About four days ago.

d. With my camera.

19.What were you doing last night at 7:00?

a. I sleep.

b. I slept.

c. I will be sleeping.

d. I was sleeping

20.When will you mail that letter?

a. Last night.

b. To Jane.

c. After school.

21.What are you going to do after dinner?

a. I took a bath

b. I'll take a bath.

c. I take a bath.

22.How long have you been playing the trumpet?

a. About 50 cm.

b. For four years.

c. In my room.

d. By myself.

23.How many hours a day do you sleep?

a. I have slept 7 hours.

b. I am sleeping 7 hours.

c. I slept 7 hours.

d. I sleep 7 hours

24.How often do you write letters?

a. Two pages.

b. Two times a week.

c. Two people.

d. Two hours.

25.Where can I buy beer?

a. When you are twenty years old.

b. About two bottles.

c. With Jane.

d. At a liquor store.

26.What's your favorite sport?

a. Swim.

b. Swimming.

27.When was the last time you went shopping?

a. Yesterday.

b. Tomorrow

c. Near the Station.

28.How often do you speak on the telephone?

a. At least once a day.

b. In the evening?

c. For about 30 minutes.

29.How many times have you gone camping?

a. Three people.

b. Three days.

c. Three times.

30.When's your birthday?

a. November two.

b. November twice.

c. November second.

31.How do you get to school?

a. With train.

b. In train.

c. By train

Part (C)
Essay Writing

Essay Writing Tips

Despite the fact that, as Shakespeare said, "The pen is mightier than the sword," the pen itself is not enough to make an effective writer. In fact, though we may all like to think of ourselves as the next Shakespeare, inspiration alone is not the key to effective essay writing. You see, the conventions of English essays are more formulaic than you might think – and, in many ways, it can be as simple as counting to five.

The Five Paragraph Essay

Though more advanced academic papers are a category all their own, the basic high school or college essay has the following standardized, five paragraph structure:

Paragraph 1: Introduction
Paragraph 2: Body 1
Paragraph 3: Body 2
Paragraph 4: Body 3
Paragraph 5: Conclusion

Though it may seem formulaic – and, well, it is - the idea behind this structure is to make it easier for the reader to navigate the ideas put forth in an essay. You see, if your essay has the same structure as every other one, any reader should be able to quickly and easily find the information most relevant to them.

The Introduction

he principle purpose of the introduction is to present your position (this is also known as the "thesis" or "argument") on the issue at hand but effective introductory paragraphs are so much more than that. Before you even get to this thesis statement, for example, the essay should begin with a "hook" that grabs the reader's attention and makes them want to read on. Examples of effective

hooks include relevant quotations ("no man is an island") or surprising statistics ("three out of four doctors report that…").

Only then, with the reader’s attention "hooked," should you move on to the thesis. The thesis should be a clear, one-sentence explanation of your position that leaves no doubt in the reader’s mind about which side you are on from the beginning of your essay.

Following the thesis, you should provide a mini-outline which previews the examples you will use to support your thesis in the rest of the essay. Not only does this tell the reader what to expect in the paragraphs to come but it also gives them a clearer understanding of what the essay is about.

Finally, designing the last sentence in this way has the added benefit of seamlessly moving the reader to the first paragraph of the body of the paper. In this way we can see that the basic introduction does not need to be much more than three or four sentences in length. If yours is much longer you might want to consider editing it down a bit!

Here, by way of example, is an introductory paragraph to an essay in response to the following question:

"Do we learn more from finding out that we have made mistakes or from our successful actions?"

"No man is an island" and, as such, he is constantly shaped and influenced by his experiences. People learn by doing and, accordingly, learn considerably more from their mistakes than their success. For proof of this, consider examples from both science and everyday experience.

DO - Pay Attention to Your Introductory Paragraph

Because this is the first paragraph of your essay it is your opportunity to give the reader the best first impression possible. The introductory paragraph not only gives the reader an idea of what you will talk about but also shows them how

you will talk about it. Put a disproportionate amount of effort into this – more than the 20% a simple calculation would suggest – and you will be rewarded accordingly.

DO NOT - Use Passive Voice or I/My

Active voice, wherein the subjects direct actions rather than let the actions "happen to" them – "he scored a 97%" instead of "he was given a 97%" – is a much more powerful and attention-grabbing way to write. At the same time, unless it is a personal narrative, avoid personal pronouns like I, My, or Me. Try instead to be more general and you will have your reader hooked.

The Body Paragraphs

The middle paragraphs of the essay are collectively known as the body paragraphs and, as alluded to above, the main purpose of a body paragraph is to spell out in detail the examples that support your thesis.

For the first body paragraph you should use your strongest argument or most significant example unless some other more obvious beginning point (as in the case of chronological explanations) is required. The first sentence of this paragraph should be the topic sentence of the paragraph that directly relates to the examples listed in the mini-outline of introductory paragraph.

A one sentence body paragraph that simply cites the example of "George Washington" or "LeBron James" is not enough, however. No, following this an effective essay will follow up on this topic sentence by explaining to the reader, in detail, who or what an example is and, more importantly, why that example is relevant.

Even the most famous examples need context. For example, George Washington’s life was extremely complex – by using him as an example, do you intend to refer to his honesty, bravery, or maybe even his wooden teeth? The

reader needs to know this and it is your job as the writer to paint the appropriate picture for them. To do this, it is a good idea to provide the reader with five or six relevant facts about the life (in general) or event (in particular) you believe most clearly illustrates your point.

Having done that, you then need to explain exactly why this example proves your thesis. The importance of this step cannot be understated (although it clearly can be underlined); this is, after all, the whole reason you are providing the example in the first place. **Seal the deal by directly stating why this example is relevant.**

Here is an example of a body paragraph to continue the essay begun above:

Take, by way of example, Thomas Edison. The famed American inventor rose to prominence in the late 19th century because of his successes, yes, but even he felt that these successes were the result of his many failures. He did not succeed in his work on one of his most famous inventions, the lightbulb, on his first try nor even on his hundred and first try. In fact, it took him more than 1,000 attempts to make the first incandescent bulb but, along the way, he learned quite a deal. As he himself said, "I did not fail a thousand times but instead succeeded in finding a thousand ways it would not work." Thus Edison demonstrated both in thought and action how instructive mistakes can be.

DO: Tie Things Together

The first sentence – the topic sentence - of your body paragraphs needs to have a lot individual pieces to be truly effective. Not only should it open with a transition that signals the change from one idea to the next but also it should (ideally) also have a common thread which ties all of the body paragraphs together. For example, if you used "first" in the first body paragraph then you should used "secondly" in the second or "on the one hand" and "on the other hand" accordingly.

DO NOT: Be Too General

Examples should be relevant to the thesis and so should the explanatory details you provide for them. It can be hard to summarize the full richness of a given example in just a few lines so make them count. If you are trying to explain why George Washington is a great example of a strong leader, for instance, his childhood adventure with the cherry tree (though interesting in another essay) should probably be skipped over.

A Word on Transitions

You may have noticed that, though the above paragraph aligns pretty closely with the provided outline, there is one large exception: the first few words. These words are example of a transitional phrase – others include "furthermore," "moreover," but also "by contrast" and "on the other hand" – and are the hallmark of good writing.

Transitional phrases are useful for showing the reader where one section ends and another begins. It may be helpful to see them as the written equivalent of the kinds of spoken cues used in formal speeches that signal the end of one set of ideas and the beginning of another. In essence, they lead the reader from one section of the paragraph of another.

To further illustrate this, consider the second body paragraph of our example essay:

In a similar way, we are all like Edison in our own way. Whenever we learn a new skill - be it riding a bike, driving a car, or cooking a cake - we learn from our mistakes. Few, if any, are ready to go from training wheels to a marathon in a single day but these early experiences (these so-called mistakes) can help us improve our performance over time. You cannot make a cake without breaking a few eggs and, likewise, we learn by doing and doing inevitably means making mistakes.

Hopefully this example not only provides another example of an effective body paragraph but also illustrates how transitional phrases can be used to distinguish between them.

The Conclusion

Although the conclusion paragraph comes at the end of your essay it should not be seen as an afterthought. As the final paragraph is represents your last chance to make your case and, as such, should follow an extremely rigid format.

One way to think of the conclusion is, paradoxically, as a second introduction because it does in fact contain many of the same features. While it does not need to be too long – four well-crafted sentence should be enough – it can make or break and essay.

Effective conclusions open with a concluding transition ("in conclusion," "in the end," etc.) and an allusion to the "hook" used in the introductory paragraph. After that you should immediately provide a restatement of your thesis statement.

This should be the fourth or fifth time you have repeated your thesis so while you should use a variety of word choice in the body paragraphs it is a acceptable idea to use some (but not all) of the original language you used in the introduction. This echoing effect not only reinforces your argument but also ties it nicely to the second key element of the conclusion: a brief (two or three words is enough) review of the three main points from the body of the paper.

Having done all of that, the final element – and final sentence in your essay – should be a "global statement" or "call to action" that gives the reader signals that the discussion has come to an end.

In the end, then, one thing is clear: mistakes do far more to help us learn and improve than successes. As examples from both science and everyday

experience can attest, if we treat each mistake not as a misstep but as a learning experience the possibilities for self-improvement are limitless.

DO: Be Powerful

The conclusion paragraph can be a difficult paragraph to write effectively but, as it is your last chance to convince or otherwise impress the reader, it is worth investing some time in. Take this opportunity to restate your thesis with confidence; if you present your argument as "obvious" then the reader might just do the same.

DO NOT: Copy the First Paragraph

Although you can reuse the same key words in the conclusion as you did in the introduction, try not to copy whole phrases word for word. Instead, try to use this last paragraph to really show your skills as a writer by being as artful in your rephrasing as possible.

Taken together, then, the overall structure of a five paragraph essay should look something like this:

Introduction Paragraph

- An attention-grabbing "hook"
- A thesis statement
- A preview of the three subtopics you will discuss in the body paragraphs.

First Body Paragraph

- Topic sentence which states the first subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Second Body Paragraph

- Topic sentence which states the second subtopic and opens with a transition

- Supporting details or examples
- An explanation of how this example proves your thesis

Third Body Paragraph

- Topic sentence which states the third subtopic and opens with a transition
- Supporting details or examples
- An explanation of how this example proves your thesis

Concluding Paragraph

- Concluding Transition, Reverse "hook," and restatement of thesis.
- Rephrasing main topic and subtopics.
- Global statement or call to action.

More tips to make your essay shine

Planning Pays

Although it may seem like a waste of time – especially during exams where time is tight – it is almost always better to brainstorm a bit before beginning your essay. This should enable you to find the best supporting ideas – rather than simply the first ones that come to mind – and position them in your essay accordingly.

Your best supporting idea – the one that most strongly makes your case and, simultaneously, about which you have the most knowledge – should go first. Even the best-written essays can fail because of ineffectively placed arguments.

Aim for Variety

Sentences and vocabulary of varying complexity are one of the hallmarks of effective writing. When you are writing, try to avoid using the same words and phrases over and over again. You don’t have to be a walking thesaurus but a little variance can make the same idea sparkle.

If you are asked about "money," you could try "wealth" or "riches." At the same time, avoid beginning sentences the dull pattern of "subject + verb + direct object." Although examples of this are harder to give, consider our writing throughout this article as one big example of sentence structure variety.

Practice! Practice! Practice!

In the end, though, remember that good writing does not happen by accident. Although we have endeavored to explain everything that goes into effective essay writing in as clear and concise a way as possible, it is much easier in theory than it is in practice.

As a result, we recommend that you practice writing sample essays on various topics. Even if they are not masterpieces at first, a bit of regular practice will soon change that – and make you better prepared when it comes to the real thing.

Essay Examples

Four types of essays exist including: narration, description, exposition, and argument. Each type has a unique purpose: some tell a story, some are descriptive and others prevent viewpoints. One of the best ways to better understand each type of essay is to review examples.

Types of Essays

Narrative

Narration is telling a story from a certain viewpoint, and there is usually a reason for the telling. All narrative essays will have characters, setting, climax, and most importantly, a plot. The plot is the focus of the story and is usually revealed chronologically, but there are sometimes flash forwards and flash backs.

In writing a narrative essay, remember to:

- Include sensory and emotional details, so the reader will experience the story, not just read about it
- Have the story support the point you are making, and make reference to that point in the first sentence.
- Write in the first or third person

Descriptive

Descriptive essays have text which describes traits and characteristics of people, objects, events, feelings, etc in intricate detail.

Whatever is being described will be thoroughly examined. For example, if you were describing roses, you would explain:

- Where they come from
- What they look like
- What colors they are
- How they grow and smell

When you write a descriptive essay, you want to involve the reader's senses and emotions. For example, you could say, "I got sleepy" or describe it like this, "As I was waiting for Santa, my eyelids began to get heavy, the lights on the tree began to blur with the green branches, and my head started to drop." The second sentence gives vivid details to make the reader feel like he is there.

Exposition

Expository essays can compare, explore and discuss problems, or tell a story. An exposition essay gives information about various topics to the reader. It:

- Informs
- Describes

- Explains

In writing an exposition, the text needs to:

- Be concise and easy to understand
- Give different views on a subject or report on a situation or event
- Explain something that may be difficult to understand as you write your essay.

Remember that your purpose is to explain.

Argumentative

In an argumentative essay the writer is trying to convince the reader by demonstrating the truth or falsity of a topic. The writer's position will be backed up with certain kinds of evidence, like statistics or opinions of experts.

The writer is not just giving an opinion, but making an argument for or against something and supporting that argument with data.

To know how to write an essay in an argumentative way, you have to research and backup what you say in the text.

Learn by Example

When learning how to write an essay, sometimes the best way to learn is to look and analyze essay examples.

Following are excerpts from **narrative essays**:

"Looking back on a childhood filled with events and memories, I find it rather difficult to pick on that leaves me with the fabled "warm and fuzzy feelings." As the daughter of an Air Force Major, I had the pleasure of traveling across America in many moving trips. I have visited the monstrous trees of the Sequoia National Forest, stood on the edge of the Grande Canyon and have jumped on the beds at Caesar's Palace in Lake Tahoe."

"The day I picked my dog up from the pound was one of the happiest days of both of our lives. I had gone to the pound just a week earlier with the idea that I would just "look" at a puppy. Of course, you can no more just look at those squiggling little faces so filled with hope and joy than you can stop the sun from setting in the morning. I knew within minutes of walking in the door that I would get a puppy… but it wasn't until I saw him that I knew I had found my puppy."

"Looking for houses was supposed to be a fun and exciting process. Unfortunately, none of the ones that we saw seemed to match the specifications that we had established. They were too small, too impersonal, too close to the neighbors. After days of finding nothing even close, we began to wonder: was there really a perfect house out there for us?"

The following is an example of a famous narrative written by John Updike, "Hub Fans Bid Kid Adieu":

"The afternoon grew so glowering that in the sixth inning the arc lights were turned on--always a wan sight in the daytime, like the burning headlights of a funeral procession. Aided by the gloom, Fisher was slicing through the Sox rookies, and Williams did not come to bat in the seventh. He was second up in the eighth. This was almost certainly his last time to come to the plate in Fenway Park, and instead of merely cheering, as we had at his three previous appearances, we stood, all of us, and applauded."

Following are excerpts from **descriptive essays**:

"Like his twisted feathers, his many scars, the reliable old owl chose the gnarled, weather-beaten, but solid branch often—it being a companion to the wise alone with the night and the last branch to creak in the heaviest wind. He often came to survey the fields and the clouds before his hunt, to listen to the steady sound of the stream passing through reeds under the bridge, while combing his feathers for the unwanteds—whatever they might be."

Here is a descriptive essay about a first visit to a favorite diner written by a student at Roane State Community College:"When entering the door at Lou’s, two things are immediately noticeable: the place is rarely empty and seems to consist of a maze of rooms. The first room, through the door, is the main part of the restaurant. There is another, rarely used, dining room off to the right. It was added during the oil well boom of the seventies. Through the main dining room is yet another room; it guards the door leading into the kitchen. This room contains the most coveted table in the place. The highest tribute Lou can bestow on anyone is to allow them access to seats at this table. This table is the family table; it is reserved for Lou’s, and her daughter Karen’s, immediate family and treasured friends."

Here is an example of a descriptive essay from St. Cloud State:"Billy Ray's Pawn Shop and Lawn Mower Repair looked like a burial ground for country auction rejects. The blazing, red, diesel fuel tanks beamed in front of the station, looking like cheap lipstick against the pallid, wrinkled texture of the parking lot sand. The yard, not much larger than the end zone at General G. Patton High School on the north end of town, was framed with a rusted metallic hedge of lawn mowers, banana seat bicycles, and corroded oil drums. It wasn't a calico frame of rusted parts, but rather an orchestra of unwanted machinery that Billy Ray had arranged into sections. The yellow-tanked mowers rested silently at the right of the diesel fuel. Once red, now faded orange, mowers stood at attention to the left. The oil barrels, jaded and pierced with holes, bellared like chimes when the wind was right. The bikes rested sporadically throughout the lot. In the middle of it all was the office, a faded, steel roof supported by cheap two-by-fours and zebra paneling. Billy Ray was at home, usually, five blocks east of town on Kennel Road."

Following are excerpts from **exposition essays**:

"This family was a victim of a problem they could have avoided-a problem that, according to Florida park rangers, hundreds of visitors suffer each year." Several times a month," ranger Rod Torres of O'Leno State Park said, "people get scared and leave the park in the middle of the night." Those people picked the wrong kind of park to visit. Not that there was anything wrong with the park: The hikers camped next to them loved the wild isolation of it. But it just wasn't the kind of place the couple from New Jersey had in mind when they decided to camp out on this trip through Florida."

Here is an example of a student model answer of an Expository Essay from The Write Source:"Did you know that 7 out of 10 students have cheated at least once in the past year? Did you know that 50 percent of those students have cheated more than twice? These shocking statistics are from a survey of 9,000 U.S. high school students.Incredibly, teachers may even be encouraging their students to cheat! Last year at a school in Detroit, teachers allegedly provided their students with answers to statewide standard tests."Here is an another example of an expository essay.

This example comes from Essay Start:"Throughout history and through a cross-section of cultures, women have transformed their appearance to conform to a beauty ideal. Ancient Chinese aristocrats bound their feet as a show of femininity; American and European women in the 1800s cinched in their waists so tightly, some suffered internal damage; in some African cultures women continue to wear plates in their lower lips, continually stretching the skin to receive plates of larger size. The North American ideal of beauty has continually focussed on women's bodies: the tiny waist of the Victorian period, the boyish figure in vogue during the flapper era, and the voluptuous curves that were the measure of beauty between the 1930s and 1950s. Current standards emphasize a toned, slender look, one that exudes fitness, youth, and health. According to psychologist Eva Szekely, "Having to be attractive at this time . . . means

unequivocally having to be thin. In North America today, thinness is a precondition for being perceived by others and oneself as healthy" (19). However, this relentless pursuit of thinness is not just an example of women trying to look their best, it is also a struggle for control, acceptance and success."

Finally, here are excerpts from **argumentative essays**:

"Gun control has been a controversial issue for years. A vast majority of citizens believe that if gun control is strictly enforced it would quickly reduce the threat of crime. Many innocent people feel they have the right to bear arms for protection, or even for the pleasure of hunting. These people are penalized for protecting their lives, or even for enjoying a common, innocent sport. To enforce gun control throughout the nation means violating a persons Constitutional rights. Although some people feel that the issue of gun control will limit crime, the issue should not exist due to the fact that guns are necessary for self defense against crime, and by enforcing gun control is violating a citizen's second amendment right to bear arms."

Another examples of an argumentative essay comes from Bogazici University:"Throw out the bottles and boxes of drugs in your house. A new theory suggests that medicine could be bad for your health, which should at leastcome as good news to people who cannot afford to buy expensive medicine. However, it is a blow to the medicine industry, and an evenbigger blow to our confidence in the progress of science. This new theory argues that healing is at our fingertips: we can be healthy by doing Reikion on a regular basis."

On Essay By Example, on the other hand, the sample argumentative essay addresses online games and socialization:

"Online games aren't just a diversion, but a unique way to meet other people. As millions of gamers demonstrate, playing online is about friendship and cooperation, not just killing monsters. These games are a viable social network because players focus on teamwork, form groups with like-minded people and

have romantic relationships with other players."Massively-Multiplayer Online Games (MMOGs) feature millions of players interacting in the same environment. The games are social in nature as they allow players to band together and complete missions based on a story line, or test their skills by fighting against each other. At the start of the game, the user creates a fictional character, and customizes its physical appearance. Since many games involve combat, players also outfit their characters with armor and weapons, as well as choose their "profession." Many popular game titles like World of Warcraft and Everquest follow a fantasy theme, so most professions have magical abilities like healing other players or raising undead minions. While the process seems simple, players may spend hours agonizing over the perfect look for their character, from their armor color to the type of skills to use in battle. Once their character is created, the player is free to explore the vast, digital world and interact with other players; however they must pay on average $15 a month for game content. MMOG users are mostly male - usually between the ages of 18-34 - although titles like World of Warcraft have a healthy population of female players as well. With millions of players, there are plenty of people to adventure with."

The key to learning to write a good essay is to read and study other essays and then practice, practice, rewrite and practice some more.

Common mistakes in writing essays

Common Mistake # 1: Too Many Topics

Having too many topics in your essay would defeat the purpose of your thesis statement, the main point of your essay. Have you ever been asked about your dream job and you end up talking about your summer vacation, your mother’s fight with her boss, or your trip abroad next month? If so, then you’ve got to narrow it down

What to do

Use these guide questions to help you craft a focused thesis statement: What is the essay question? What are the requirements? Do all your paragraphs support your answer to the essay question? Are you expected to inform, argue, narrate, or persuade your readers?

Focus on the question. Focus on your answer. When you're asked to describe your mother, don't talk about how naughty your sister is or how busy your father is. Describe how your mother takes care of you, your sister, and your father.

Common Mistake # 2: Lack of Evidence Caused by Obsession with Adjectives and Adverbs

You might be always describing people and how they do things: "My teacher is beautiful. She teaches us excellently."

But your readers might ask: "What made you say your teacher is beautiful? Why is she an excellent teacher? How does she teach?"

You can write all the adjectives and adverbs that sound good to the ears but your point remains unclear.

What to do

Don't describe people; explain your description of them. Don't describe how they do things; show how they do things. You can also use examples, evidence, or information from scholastic documents.

Take a look at this sentence: "Aside from her blue eyes and good posture, my teacher's beauty shines when she encourages us to read and act the stories in class."

Isn't this clearer than the previous sentence?

STRUCTURE

Common Mistake # 3: Comma Splices, Run-on Sentences, and Missing Commas

A comma splice happens when two independent clauses are joined together by a comma. A run-on sentence is a combination of two independent clauses with no proper punctuation. Commas are necessary when there are three or more items that appear in a list and when separating clauses from one another.

What to do

When in doubt, check a grammar book when evaluating your use of commas. There are several ways to fix a comma splice and a run-on sentence. Keep in mind that commas are used not only for the structure of a sentence but to distinguish ideas and elements.

Common Mistake # 4: Passive Sentences

The passive voice occurs when in a sentence, the subject is not the doer of the action but is being acted upon by the verb. According to Purdue University's Online Writing Lab, using the passive voice might lead to awkward sentences, but it is acceptable when the information being delivered needs more attention than the doer or carrier of that information. One example is the result of a study where "the writing appears to convey information that is not limited or biased by individual perspectives or personal interests."

What to do

Changing passive into active voice starts with recognizing the subject and turning the tense of the verb into the same tense as the helper, and ending the sentence with the receiver of the action. Here is an example from the Language Portal of Canada:

Passive: The novel Obasan was written by Joy Kogawa.
Active: Joy Kogawa wrote the novel Obasan.

SOURCES

Common Mistake # 5: Plagiarism

Common Mistake # 5: Plagiarism

The Harvard Guide to Using Sources defines plagiarism as the practice of not crediting an idea or any language to its original source, such as un-cited quotation and un-cited or inadequate paraphrase. Committing plagiarism has serious consequences. Moreover, it may be easy to copy-past information from the Internet nowadays, but you know what's the most difficult here? This habit teaches you to be lazy and become a thief.

What to do

Style Guides, such as APA, MLA, and Chicago, are accessible online and in the nearest libraries. The topics and rules are organized in a way that it would be easy for you to find the instructions you are looking for. Remember that citing your sources properly is not only a way of respecting others but it can also boost your credibility and commitment to keeping your work professional.

Editing a paper may seem tough for it requires a fresh pair of eyes and the willingness to grow as a writer. However, it's good to remember that revisions are signs of growth and respect for your readers, and they can always be turned into better visions for your future writings.

Using Punctuation Correctly In Your Essay

Punctuation helps to keep your writing flowing smoothly and makes it more understandable to the reader.

The most common errors students make relate to commas, colons and semi colons.

Commas:

I often see work that either entirely omits the use of commas or litters them right the way through the text at every pause or break in the flow of writing. The hard and fast rule is that you DON'T use a comma unless to omit it would change the meaning of the text.

Read through the examples for more guidance.

To avoid confusion, use commas to separate words and word groups with a series of three or more.

For example, my £10,000,000 estate is to be split among my husband, daughter, son, and nephew. If you omit the comma after "son", this would indicate that the son and nephew would have to split one-third of the estate.

Use a comma to separate two adjectives when the word "and" can be inserted between them.

For example, "He is a strong, healthy man."

Here's another example: "We stayed at an expensive summer resort." You would not say expensive and summer resort so no comma is necessary.

Use a comma when an "ly" adjective is used with other adjectives.

NOTE: To test if a "ly" word is an adjective, see if it can be used alone with the noun. If it can, use the comma. "Felix was a lonely, young boy." - lonely can be used with boy so it is adjective and therefore a comma should be used. "I get headaches in brightly lit rooms" - brightly is not an adjective because it cannot be used alone with rooms; therefore, no comma is used between brightly and lit.

Use commas before or surrounding the name or title of a person directly addressed. "Will you, Shirley, do that assignment for me?" "Yes, Doctor, I will."

Use a comma to separate the day of the month from the year. For example, "Kathleen met her husband on December 5, 2003, in Mill Valley, California."

BUT

- If any part of the date is omitted, leave out the comma. For example , "They met in December 2003 in Mill Valley."
- Use a comma to separate the city from the county or state and after the state. Some businesses no longer use the comma after the state. For example I lived in Radcliffe on Trent, Nottinghamshire, for 20 years. OR I lived in Radcliffe on Trent, Nottinghamshire for 20 years.
- Use commas to surround degrees or titles used with names. For example "Jennifer Wiss, LL.B, knew Sam Sunny, Jr." NOTE: Sometimes people having names with Jr. attached do not use a comma before the Jr. If they do not use the comma, then you should not.
- Use commas to set off expressions that interrupt the flow of the sentence. For example, "I am, as you have probably noticed, very nervous about this".
- When starting a sentence with a weak clause, use a comma after it. Conversely, do not use a comma when the sentence starts with a strong clause followed by a weak clause. For example, "If you are not sure about this, let me know now." "Let me know now if you are not sure about this."
- Use a comma after phrases of more than three words that begin a sentence. For example, "To apply for this job, you must have previous experience." "On February 14 many couples give each other chocolates or flowers."
- If something or someone is sufficiently identified, the description following it is considered nonessential and should be surrounded by commas. For example, "Freddy, who has a limp, was in an auto accident." - Freddy is named so the description is not essential. "The boy who has a

limp was in an auto accident." - We do not know which boy is being referred to without further description; therefore, no commas are used.

- Use a comma to separate two strong clauses joined by a coordinating conjunction-and, or, but, for, nor. You can omit the comma if the clauses are both short. For example, "I have painted the entire house, but he is still working on sanding the doors." "I paint and he writes." - this is short and does not need a comma.
- Use the comma to separate two sentences if it will help avoid confusion. For example, "I chose the colors red and green, and blue was his first choice." - without the comma, it could be that green and blue were his first choice, or it could be that I chose red and green.
- A comma splice is an error caused by joining two strong clauses with only a comma instead of separating the clauses with a conjunction, a semicolon, or a period. A comma splice creates what is known as a run-on sentence. So for example, incorrect - "Time flies when we are having fun, we are always having fun." (Comma splice) Correct - "Time flies when we are having fun and we are always having fun." Also correct - "Time flies when we are having fun; we are always having fun." Also correct - "Time flies when we are having fun. We are always having fun."
- If the subject does not appear in front of the second verb, do not use a comma. For example, "He thought quickly when asked that difficult question but still did not answer correctly."
- If the sentance read "he thought quickly when asked that difficult question, but he still did not answer correctly", a comma would be appropriate.

- Use commas to introduce or interrupt direct quotations shorter than three lines. For example, He actually said, "I do not care." "Why," I asked, "do you always forget to do it?"
- Use a comma to separate a statement from a question. For example, "I can go, can't I?"
- Use a comma to separate contrasting parts of a sentence. For example, "That is my money, not yours."
- Use a comma when beginning sentences with introductory words such as well, now, or yes. For example, "Yes, I do need that report." "Well, I never thought I'd live to see the day..."

Colons and Semi Colons:

Good writing in English will usually make use of the colon and the semi-colon.

Unfortunately many students fail to use these correctly. Although these look similar and have similar names, their functions are completely different.

The Colon

A colon consists of two dots, one above the other:

The colon is often used to introduce a list of items. For example:

The animal enclosure contains four interesting species: crocodiles, gorillas, tigers, and lions. This sentence contains a list of four animals. The first part of the sentence tells you that there will be four animals; then the colon tells you "here are the four animals". You can also use a colon to introduce an explanation or a definition of something. For instance:

I'll give you the definition of boredom: watching soap operas on a Friday evening!

"Giraffe: a large fleet African ruminant mammal."

The Semi-Colon

A semi-colon consists of a comma with a dot above it:

The semi-colon is often used to join together two independent clauses -- in other words, it joins two clauses that could be sentences. For example:

Andy has white hair; Jessica has pink hair.

These two clauses could be separate sentences: "Andy has white hair. Jessica has pink hair." However, when we use a semi-colon, we are usually suggesting that there is a relationship between the sentences, but we are not making that relationship clear. Usually, you can tell from the context what the relationship is.

In the example above, the relationship is probably one of contrast; we could also use "but" to make this clear: "Andy has white hair but Mary has pink hair." When we use a semi-colon, it is often because we want to make the reader think about the relationship for herself. This is useful in many situations, such as when writing cautiously, ironically, or humorously.

One more very common use of the semi-colon is to join two clauses using a transition such as however, therefore, on the other hand, etc. Here are some examples:

- She drives a red car all week; in addition, she drives a lorry at the weekends.
- Muriel is a size 12; however, she wears size 14 jeans.
- You should always eat healthily; otherwise, you might get ill.
- Andrew does not eat red meat; therefore, it is necessary to serve him only white meat and vegetables.

Tips on Grammar, Punctuation and Style

Commas and semi-colons. If the rules you learned about commas and semi-colons don't mean much to you, forget them and try this: Read one of your

sentences aloud and see where you would naturally pause, where you would draw a breath. If it's a short pause, like that just was, you probably need a comma. If it's a longer pause, but not quite a full stop (for which you'd need a period), you probably need a semi-colon; remember that whatever follows a semi-colon must be able to stand on its own, as a full sentence, like this one.

If you don't want your reader to pause, there shouldn't be a comma, there, because as, this demonstrates it's very difficult to figure, out, what you're saying when your punctuation, makes the sentence unreadable.

Your sentences shouldn't leave your reader hyperventilating from the constant shallow breaths that over-punctuation requires. Nor should they be gasping for breath at the end of a long, unpunctuated sentence. (Consider yourself responsible for your readers' cardiovascular health.)

Check your dashes and hyphens. When you're setting off a clause—this one is a good example—use the longer dash, called an m-dash. (You can indicate this dash with two hyphens—like this—if you don't have an m-dash function on your computer.) Be sure that the parts of the sentence that precede and follow the dashes would make sense even if you removed the dashes and the words they bracket. (In the example above, the sentence is readable with or without the clause inside the dashes.)

You can also use the m-dash in place of a colon if you want to emphasize more dramatically the words that follow: "The mantlepiece was lined with photographs of people she loved—her mother, her grandmother, a favorite aunt." Or you can use it to add a surprising element into a sentence: "Her family's photographs were displayed on the mantlepiece; there were pictures of parents, grandparents, and siblings—and of Muffin, a Yorkshire terrier." Whereas the m-dash is used to set off parts of a sentence, hyphens are used to join words together: broken-hearted, two-thirds, sister-in-law.

Always identify abbreviations before you use them, unless you feel reasonably confident that the average intelligent reader would be able to identify the acronym—like when the acronym is more commonly used than the words it stands for. (It would be odd to write out all the words for ESP, NATO, CEO, or AIDS.) Keep in mind the audience for the particular essay you're writing, though; readers who are specialists in a particular discipline may not want or need to have terms spelled out for them.

Try to avoid split infinitives. This is no longer a hard and fast rule, and occasionally keeping an infinitive together in a sentence can introduce more awkwardness than the split, but usually the split is ungraceful. (Imagine: To be or to not be.)

Make sure all your referents are clear. When you say "This theory" or "that point" or, simply, "it," is it clear which theory or point you're referring to? When you use "he" or "she" or "these critics," will your reader have to pause to figure out who all these people are?

There's more to say about this. We often throw in a "this" when we're not entirely sure exactly what we want to draw our readers' attention to, especially when we're making a complex argument with many different elements. Sometimes vagueness in our language can be a symptom of muddled thinking. So ask yourself, what does this "this" refer to? What words would I replace it with? If you're not easily able to answer, you need to go back and work out your ideas in that section. (Readers will never understand what you mean when you don't know yourself. When you notice vague referents, or other apparently minor problems, take the opportunity to ask yourself if there might be any larger problem lurking beneath your surface error.)

Never use "that" when you're referring to a person: "The first man that walked on the moon." "The author that she was referring to." These are people, not objects—it's insulting to call them "that." Use who or whom: "The first man

who walked on the moon." "The author to whom she was referring." Are you using "that" because you're shaky on the who/whom thing? See below. (And while you're at it, consider whether you're twisting your sentences around to avoid any other grammatical points you're uncertain of. If so, take control! Liberate yourself! Learn the rules once and for all so you can write freely, instead of skulking around trying not to break the rules—or breaking them without realizing it. Try starting a text file in which you list the rules you tend to forget, and keep it open when you write. You can look rules up in any style manual, or come to the Writing Center.)

Who is what doing what to whom? That's the question you need to ask yourself if you're uncertain which word to use. The one that does the action (the subject) is who. The one that gets something done to it (the object) is whom.

Avoid passive voice. It tends to sap energy and power from your prose. It's usually better to say "Einstein's theory" than "the theory that was formulated by Einstein."

Italics and underlines. You can use one or the other but never both. They mean the same thing—underlining used to be a copy-editing mark to tell printers to set certain words in italic type. Underlining italics meant the editor wanted the words taken out of italics. So underlining your already- italicized phrase is, in effect, like using a double negative.

Be sure all of your sentences have parallel construction. This sentence doesn't have it: "Re- reading my first draft, I notice it's trite, repetitive, and with no thesis." This sentence does: "Re- reading my first draft, I notice that it's trite and repetitive, and that it has no thesis." Or you could say: "Re-reading my first draft, I notice it's trite, repetitive, and lacking in a thesis." In the two examples with parallel construction, you could take out any of the words in the list and still have the sentence make sense.

Ten steps for writing an essay

Rather than worrying about an essay for weeks, suggest to your child to read through these 10 points, get in some early preparation and have the self-belief that they can do it.

١. **Read the essay question carefully**

١. Highlight key words.

٢. Use the dictionary to check the meaning of any unfamiliar words.

٣. Identify the task words that indicate what needs to be done, eg ‘discuss', ‘explain', ‘compare'.

٤. Identify the topic words that indicate the particular subject of the essay, eg the character of ‘Juliet' in Shakespeare's Romeo and Juliet, the ‘causes' of World War 1.

٥. Identify any limiting words that restrict the discussion to a particular area, eg in ‘Chapters 1-3', during the ‘nineteenth century'.

٢. **Finish any necessary reading or research as background to the essay**

٠. Be selective: use sources which are relevant and accessible.

١. Write notes in your own words.

٢. Write down quotations that may be particularly useful, but ensure the source of these quotes is acknowledged if they're used.

٣. Take note of sources so they can be provided in footnotes and the bibliography.

٣. **Brainstorm ideas in response to the question**

٠. Jot down any relevant points.

١. Make note of any relevant evidence or quotes that come to mind.

٢. Use a mind map to help stimulate lateral thinking.

٤. Develop a thesis (idea/argument) that encapsulates the response to the question

٠. The thesis should be a statement that strongly expresses the overall response to the question.

١. Avoid a thesis that's too simplistic – show thought has been put into some of the complexities behind the question.

٢. The thesis is the backbone of the essay – it will be stated in the introduction. It also needs to be referred to several times in the essay before restating it and demonstrating how it has been proven in the conclusion.

٥. Write a plan for the response

٠. Order ideas in a logical sequence.

١. Make sure every point in the plan is relevant to the question.

٢. After the plan has been written it should be clear where the essay is going.

٦. Write the introduction

٠. Open up the discussion.

١. Introduce the thesis.

٢. Indicate how the questions will be answered.

٣. Name any texts to be discussed, if appropriate.

٤. Engage the reader.

٧. Write the main body of the essay

٠. Ensure each point is given a new paragraph.

١. Use words or phrases at the start of each paragraph that will indicate to the reader how it relates to the previous paragraph, eg, 'however', ‘in addition', ‘nevertheless', ‘moreover'.

٢. Start each paragraph with a topic sentence that clearly links the paragraph to the rest of the essay, eg "A striking example of Gary Crew's use of light and darkness imagery to suggest notions of knowledge and ignorance occurs in the scene on the jetty".

٣. Provide supporting evidence for each point that you make.

٤. Revisit the thesis, and express it in different ways if possible, to emphasise how the question is being addressed.

٨. Write the essay conclusion

٠. Summarise the main ideas.

١. Demonstrate how you have proven your thesis.

٢. Finish with an interesting or thought-provoking, but relevant, comment.

٩. Edit the draft

٠. Check for spelling, punctuation and grammar.

١. Delete any sections that are not particularly relevant.

٢. Change vocabulary to improve expression.

٣. Seek feedback from peers or a teacher before writing the final copy.

١٠. Write the final copy

٠. Add any footnotes or bibliography if required.

١. Present a clean, neat copy.

٢. Submit on time.

Part (D)
Situational Dialogues

Situational Dialogues

<u>1. Greetings:</u>

A: Hi, how are you doing?

B: I'm fine. How about yourself?

A: I'm pretty good. Thanks for asking.

B: No problem. So how have you been?

A: I've been great. What about you?

B: I've been good. I'm in school right now.

A: What school do you go to?

B: I go to PCC.

A: Do you like it there?

B: It's okay. It's a really big campus.

A: Good luck with school.

B: Thank you very much.

A:How's it going?

B: I'm doing well. How about you?

A: Never better, thanks.

B: So how have you been lately?

A: I've actually been pretty good. You?

B: I'm actually in school right now.

A: Which school do you attend?

B: I'm attending PCC right now.

A: Are you enjoying it there?

B: It's not bad. There are a lot of people there.

A: Good luck with that.

B: Thanks

2. **Weather (1)**

A: It's an ugly day today.

B: I know. I think it may rain.

A: It's the middle of summer, it shouldn't rain today.

B: That would be weird.

A: Yeah, especially since it's ninety degrees outside.

B: I know, it would be horrible if it rained and it was hot outside.

A: Yes, it would be.

B: I really wish it wasn't so hot every day.

A: Me too. I can't wait until winter.

B: I like winter too, but sometimes it gets too cold.

A: I'd rather be cold than hot.

B: Me too.

3. Weather (2)

A: It's such a nice day.

B: Yes, it is.

A: It looks like it may rain soon.

B: Yes, and I hope that it does.

A: Why is that?

B: I really love how rain clears the air.

A: Me too. It always smells so fresh after it rains.

B: Yes, but I love the night air after it rains.

A: Really? Why is it?

B: Because you can see the stars perfectly.

A: I really hope it rains today.

B: Yeah, me too.

4. **Weather (3)**

A: I really want to go to the beach this weekend.

B: That sounds like fun. What's the weather going to be like?

A: I heard that it's going to be warm this weekend.

B: Is it going to be perfect beach weather?

A: I believe so.

B: Good. I hope it doesn't cool off this weekend.

A: I know. I really want to go to the beach.

B: But you know that California weather is really unpredictable.

A: You're right. One minute it's hot, and then the next minute it's cold.

B: I really wish the weather would just stay the same.

A: I do too. That way we can have our activities planned ahead of time.

B: Yeah, that would make things a lot easier.

5. **Calling a friend:**

A: Hello, may I speak to Alice please?

B: This is she. How's it going?

A: I've been trying to call you all day.

B: Sorry about that. I was cleaning up.

A: It's okay.

B: So what were you calling me about?

A: Oh, I just wanted to see if you wanted to hang out tomorrow.

B: Sure, what did you want to do?

A: Maybe we can go see a movie or something.

B: That sounds like fun. Let's do it.

A: I'll see you tomorrow then.

B: See you then. Goodbye.

6. **Describing People**

A: Have you seen the new girl in school?

B: No, I haven't.

A: She's really pretty.

B: Describe her to me.

A: She's not too tall.

B: Well, how tall is she?

A: She's about five feet even.

B: What does she look like, though?

A: She has pretty light brown eyes.

B: I may know which girl you're talking about.

A: So you have seen her around?

B: Yes, I have.

7. Expressing Concern for Someone

A: Why weren't you at school yesterday?

B: I wasn't really feeling well.

A: What was wrong with you?

B: My stomach was upset.

A: Do you feel better now?

B: I don't really feel too well yet.

A: Do you want anything to make you feel better?

B: No, thanks. I already took some medicine.

A: I hope you feel better.

B: Thank you.

8. Expressing Joy at Someone's Success

A: Did you hear the good news?

B: No, I haven't.

A: I got a promotion at my job.

B: Did you really?

A: Seriously, I am so excited.

B: Well, congratulations.

A: Thank you.

B: I'm so happy for you.

A: Really?

B: Yes. You really deserved this.

A: You think so?

B: Yes. Good for you.

9. Complimenting Someone's Clothes

A: You look really nice today.

B: Thank you. I just got this outfit the other day.

A: Really, where did you get it?

B: I got it from Macy's.

A: It's really nice.

B: Thanks again. You look nice today, too.

A: Thank you. I just got these shoes today.

B: Really? What kind of shoes are they?

A: These are called All Star Chuck Taylors.

B: I really like those. How much did they cost?

A: They were about forty dollars.

B: I think I'm going to go buy myself a pair.

10. Leisure Activities

A: Tell me, what do you enjoy doing in your spare time?

B: I enjoy drawing and painting.

A: You know how to draw and paint?

B: Yes, I do.

A: When did you learn how to do that?

B: I learned back in high school.

A: Oh, so you took an art class?

B: Yeah, I loved that class.

A: I see that you're pretty talented.

B: Thank you very much.

A: I wish I had a talent like that.

B: I'm sure you have a talent. It's just hidden.

11. Favorite Movie

A: What's your favorite movie?

B: My favorite movie is Superbad.

A: Oh, why is that?

B: It's the funniest movie that I've ever seen.

A: That's true. It is a very funny movie.

B: You've seen it before?

A: Yes, I saw that movie the first day it came out in theaters.

B: Didn't you laugh through the whole movie? I did.

A: Me too. That movie brought tears to my eyes.

B: Mine too.

A: I have it on DVD at my house if you want to come over and watch it.

B: Sure, let's go.

12. Invitation to a Movie

A: What are you doing this weekend?

B: I'm going to the movies with a friend. How about you?

A: I'm not sure yet.

B: Well, did you want to go see a movie with me?

A: What movie are you going to see?

B: I'm not sure yet. Is there something you want to see?

A: There's nothing I can think of.

B: So, did you want to go?

A: No, thanks, maybe another time.

B: Okay, sounds good.

13. A Sick Classmate

A: Did you go to school today?

B: Yeah, I went to school today. Were you there?

A: No, I didn't go, I've been sick.

B: That sucks. Did you want the assignments from English class?

A: That would be nice, thank you.

B: No problem, you're welcome.

A: I will be glad to do the same for you when you're sick.

B: Well, thank you. I hope to see you at school tomorrow.

14. Sharing News and Information

A: Did you hear the news?

B: What happened?

A: Our cousin went into labor and had her baby last week.

B: She did? Why didn't anyone tell me?

A: I would've thought that somebody would have told you.

B: No, I had no idea.

A: Well, she did, her baby was 8 pounds 6 ounces.

B: Oh my God, that's great!

A: Are you going to go and visit her and the baby?

B: I think that I might.

A: Good! I just thought I'd let you know.

B: Thanks for telling me.

15. Changing the Subject

A: Did you go to school today?

B: Of course. Did you?

A: I didn't want to, so I didn't.

B: That's sad, but have you gone to the movies recently?

A: That's a switch.

B: I'm serious, have you?

A: No, I haven't. Why?

B: I really want to go to the movies this weekend.

A: So go then.

B: I really don't want to go by myself.

A: Well anyway, do you plan on going to school tomorrow?

B: No, I think I'm going to go to the movies.

16. Receiving Visitors

A: Thanks for coming to see me today.

B: It's no problem. I was really missing you anyway.

A: I missed you too.

B: Why haven't you tried to come see me then?

A: I've been really busy.

B: Doing what?

A: Working.

B: I would've come to see you sooner, but I've been busy too.

A: What have you been doing?

B: I've been working too.

A: Well regardless, I'm very happy that you came to see me.

B: I am too.

17. Waiting for an Invitation

A: Hey, did you hear about Jessica's party this weekend?

B: Yeah, but I'm still waiting for my invitation.

A: Oh really? She gave me mine earlier today.

B: Well, she'll probably just give me my invitation later on today.

A: Yeah, so are you planning on going?

B: I think so. It sounds like it's going to be a lot of fun.

A: It really does, I can't wait.

B: What time does the party start?

A: It starts at 8 o'clock.

B: Oh, well, how many people has she given invites to so far?

A: I'm not sure, but I don't think she's given out that many.

B: Well, hopefully she'll give me my invite later on today.

18. Accepting an Invitation to a Party

A: Hey, what's up?

B: Nothing really.

A: I'm throwing a party on Friday.

B: I didn't realize that.

A: You didn't?

B: Nobody has told me anything about your party.

A: Did you want to go?

B: When does it start?

A: At 8:00 p.m.

B: I'll be there.

A: I'd better see you there.

B: Of course.

19. Declining an Invitation to a Party (1)

A: What's going on?

B: Nothing really, you?

A: I'm throwing a party next Saturday.

B: Is that right?

A: Yeah, are you going to come?

B: I'm sorry, I can't.

A: Why not?

B: I don't really want to.

A: Well, why don't you?

B: I hate going to parties.

A: Well, that's okay.

B: Yeah, sorry.

20. Declining an Invitation to a Party (2)

A: What's up?

B: Nothing much, what's going on?

A: I'm having a party this Friday.

B: Oh, really? That's nice.

A: I wanted to see if you wanted to come.

B: This Friday? Sorry, I already have plans.

A: Doing what?

B: I'm going to dinner with my family.

A: I really wanted you to come, but I understand.

B: Yeah, maybe next time.

A: I'll hold you to that.

B: Sounds like a plan.

21. Ending a Conversation

A: It was nice talking to you.

B: Why are you trying to rush me off the phone?

A: I really have to go.

B: Why? I still wanted to talk to you.

A: I have things to do.

B: Like what?

A: Don't be nosey.

B: I'm not. I just want to know.

A: Well, it's really none of your business.

B: That's harsh.

A: I'm sorry, but I have to go.

B: Fine.

<u>22. Leave-Taking</u>

A: Well, it was nice talking to you.

B: It was nice talking to you too.

A: We should really hang out again.

B: That would be fun.

A: Where do you want to go?

B: I think we should go out to eat.

A: That sounds good.

B: All right, so I'll see you then.

A: I'll call you later.

B: Okay, I'll talk to you later then.

A: See you later.

B: Bye.

<u>Complete the conversations below with the best answer:</u>

١. You go to the cinema to buy two tickets for Ice Age 3. You say:__________

- I need 2 tickets for the cinema at today.
- Can I have the tickets for the movie now?
- I would like 2 tickets for Ice Age 3.
- Do you have popcorn and 2 tickets?

٢. The waitress offers you some more water. You say:__________

- Yes, I have been to the toilet.
- No, thank you. I've eaten already.

- Yes, please. I would like some more water.
- No. I don't want to do that.

٣. **My sister asks me the way to the supermarket. I say:__________**

- Let us have a look at it.
- Yes, I can find that for you.
- It's far away. You should take a taxi.
- I go to the supermarket every Sunday.

٤. **Your friend is feeling sick and needs to go to the doctor. You ask your friend:__________**

- Do you think I can go to the doctor?
- Would you like me to take you to the doctor?
- Where are we going today?
- Who is the nice new doctor?

٥. **A mechanic is fixing your car. You need to use your car so you ask the mechanic:__________**

- When will my car be ready?
- Who is the new mechanic?
- Why do you like fixing cars?
- How many cars are you fixing?

٦. **The manager asks the secretary to answer the phone. The manager says to the secretary:__________**

- Why is the phone ringing?
- The telephone is not being used.
- The phone is on the table.
- Please answer the phone.

٧. **Your best friend is trying on a new dress. It doesn't look good on her. You say to your best friend:__________**

- You are not going to see that.
- Sometimes you look very ugly.
- I don't think that dress suits you.

- Please don't do that again.

٨. Peter is going to be late for his appointment at the dentist. When Peter phones the dentist he says:__________

- I am sorry but I will be late for my appointment.
- Actually I don't want to come to the dentist today.
- It should be happening any time soon.
- I have been unable to come today.

٩. You are shopping at 7-11 when you accidentally walk into an old lady. You say to the old lady:__________

- What are you doing now?
- Excuse me. I am very sorry.
- Can I buy you a drink?
- I can see you shopping in 7-11.

١٠. Your mother is washing up in the kitchen. You want to help her. You ask your mother:__________

- Can I help you?
- Are you finished the washing up?
- What time are you going to help?
- Would you like me to wash?

Exercise:

Match the questions with the answers. Write the letter in the box (For example B). Sometimes there is one extra answer.

A)

1. Will you help me with the homework? ☐
2. Did you have a nice day at school? ☐
3. Have you seen our Biology teacher? ☐
4. Were you going to tell me about your school problems? ☐

A. Of course I am.
B. I can try.
C. Yes, it was fine.
D. Yes, I was but not now.
E. Yes, she’s over there.

B)

1. May I borrow your pen? ☐
2. Is that seat free? ☐
3. Where did you buy that scarf ? ☐
4. Will you dance with me? ☐

A. Sorry, it isn't.
B. Here you are.
C. I will buy the pen.
D. Yes, I'd love to.
E. I don't remember.

C)
1. What's the matter with Emily? ☐
2. Where did you find the tickets? ☐
3. Why did you come to work by car today? ☐
4. Who asked the question? ☐

A. Go back to page three.
B. The man at the back.
C. To get back home quickly.
D. Her back hurts.
E. They were in my back pocket.

Exercise 2. What will you answer to the people saying: (write the letter in the box)

1. How are you? ☐

A. I'm fine. Thank you.
B. Sorry, I can't.
C. I live in Scotland.

2. ____________________________________? ☐
I want to be a doctor.

A. What are you doing at the moment?
B. What do you want to eat for breakfast?
C. What do you want to do in the future?

3. ____________________________________? ☐
Yes, a glass of water please.

A. Do you want something to drink?
B. Do you want something to eat?
C. Can I get the glass of water?

4. Do you like swimming? ☐

A. Yes, I can.
B. Yes, I do.
C. No, I'm not.

5. Do you have a driving licence? ☐

A. Not yet.
B. Not well.
C. Not far.

6. _________________________ ? ☐
A whole summer.

A. When did you last stay here?
B. What time did you arrive here?
C. How long have you been staying here?

7. _________________________? ☐
Y: Yes, please.

A. Do you like veggie burgers?
B. Would you like a veggie burger?
C. Have you eaten a veggie burger?

8. How is your sister? ☐

A. She is sixteen.
B. She is well, thank you.
C. She is very pretty.

9. ___________________________ ☐
Y: Nice to meet you, too.

A. Nice to meet you.
B. Meet me tomorrow.
C. How nice of you.

10. ___________________________ ☐
He is very kind.

A. What kind is it?
B. Where is he now?
C. What is he like?

11. What do you do ? ☐

A. I'm O.K. Thanks.
B. I'm a student.
C. I'm 14.

12. Have you ever tried sushi ? ☐

A. Yes, I have.
B. No, I can't.
C. Yes, I do.

13. Did you like the cake ? ☐

A. No, I can't.
B. Yes, thank you.
C. Yes, I have.

14. Do you like this dog ? ☐

A. Yes, I've got a dog.
B. Yes, I like it.
C.Yes, I've got a sister.

15. What are you doing ? ☐

A. I'm a student.
B. I like watching TV.
C. I'm doing the test.

16. Can I speak to Amanda? ☐

____

A. Yes, I was wrong.
B. I'm afraid you're wrong.
C. You've got the wrong number.

17. ____________________________ ☐

Very rarely.

A. How far is your school from your home?
B. How long does it take you to get to school?
C. How often do you go to school by bus?

18. Do you think I can use your textbook for a while? ☐

____

Thanks.

A. Sure, go ahead.
B. Yes, of course, I can.
C. No problem, how much?

Part (E)
English Idioms

Idioms

1.Phrasal Verbs using Do:

do up- make something look good. Melissa did up her makeup before she went to the dance.

do (something) over- do again. You didn't get a good grade on the homework assignment. You need to do it over.

do (someone) in- kill someone (real or imaginary). The robbers tried to steal my money and thendo me in.

do (someone) good- be good for someone. I know you don't want to learn Latin, but it will do you good in the future.

do without (something)- live without something. We didn't bring enough money to the store so we are going to have to do without the snacks.

do away with- stop having something. The school is going to do away with uniforms. Nobody likes them.

do well for (oneself)- become successful. Danny has really done well for himself. He owns 5 restaurants.

2.Phrasal Verbs with Go:

go off- to make a loud noise or to explode. My alarm clock went off at 7:00 a.m.

go over- to review. You should go over your homework before you give it to the teacher. Make sure there are no mistakes.

go on- to happen. What is going on in China right now?

go with- to match, to be similar to. My shirt and pants are both blue. They go witheach other.

go out- (1) to stop working (machines or electrical things). The electricity went outlast night. I couldn't see anything.

go out- (2) to be a part of a social activity. Every weekend I go out with my friends.

go along with- to agree with or follow. Tommy usually goes along with what I say. He trusts me.

go by- to pass. Three hours went by. Or I will go by that old house.

3.Phrasal Verbs with Come:

come out- to appear, to be seen. The newspaper comes out every Monday through Friday. **or** The moon came out last night.

come around- to change one's mind, to change one's opinion, agree. My son doesn't want to study in New Zealand, but I think he will come around to the idea if he thinks about it for a while.

come down on- to scold or punish. Our boss really came down on us after we made that mistake.

come up with- to produce or supply. I didn't think Joe had any money but suddenly he came up with enough to buy a car.

come to (someone)- remember or recall. I didn't remember who who she was and suddenly itcame to me. We went to high school together.

come about- to happen. You became the mayor of your city? Wow! How did that come about?

come across- to find. Last night I came across my old photographs. I haven't seen them in years.

come down with- to become sick. Oh that new disease is terrible. I hope I don't come down with it.

4. Phrasal Verbs with Get:

get out- leave or move. I don't want you here. Get out of my way!

get over (something)- stop thinking about something. I can't get over how hard that test was.

get away with (something)- do something wrong without punishment. The bank robbers got away with robbing the bank. The police never found them.

get on with (something)- continue with something. Listen everyone, it's time to stop talking and get on with our class.

get around- way to go places. I get around by bicycle, but my brother gets around on foot.

get around to (something)- finally do something. I finally got around to doing my homework. I didn't do it for several days.

get along with- be friendly with. My neighbor and I get along very well. We talk everyday.

get by- have enough to survive. I have enough money to get by until next week.

get down to- become serious about. Dinner is finished and now it's time to get down to business.

5. Idioms with clothes:

dressed to kill- have on your best clothes. Susan went to the party dressed to kill.

in one's shoes- to be in the other person's situation. Mary lost her job. I'm glad I'm not in her shoes.

to lose one's shirt- to lose everything, to become poor. When the stock market went down, he lost his shirt.

to roll up one's sleeves- to prepare to do hard work. John decided to roll up his sleeves and join in preparing the big dinner.

to tighten one's belt- to spend less money, be careful with money. When my father lost his job, we had to tighten our belt.

on a shoestring- on a budget, with very little money. That business started on a shoestring with only $100.

birthday suit- naked, no clothes. The man ran through the town with only hisbirthday suit on! Everyone was shocked.

6. Idioms with Numbers:

on cloud nine- very happy. After Josie got a perfect score in math, she was on cloud nine.

number one- oneself, me. I have to decide what is best in my life. I have to take care of number one.

to put two and two together- to figure something out. The kitchen door was open and the cake was gone. I put two and two together and realized Tom had eaten the cake.

two's company, three's a crowd- two people together are good, but three people together cause problems. I don't want to go to the movies with you and your boyfriend. Two's company and three's a crowd.

forty winks- a short nap (sleep). I'm so sleepy. I think I will have forty winks before I go shopping.

dressed to the nines- dressed very nicely. When Hillary went to the dance, she was dressed to the nines.

the one and only- something unique, there is only one of something. I want to introduce you tothe one and only Tom Cruise.

six to one, half a dozen to the other- (a dozen means twelve) it doesn't matter, 6 is the same as half a dozen. Do you want chocolate or vanilla ice cream? It doesn't matter, it's six to one, half a dozen to the other.

7. Idioms that use parts of the body

see eye to eye- agree. Joan and Grant see eye to eye on spiders. They both hate them.

- **put one's foot in one's mouth**- to say something embarrassing and then realize it was bad. I said Frank was ugly and then I realized he heard me. I really put my foot in my mouth.
- **stay on one's toes**- be ready/ prepared for something. Firefighters have to stay on their toes. They may have to fight a fire at anytime.
- **keep an eye on**- watch something to make sure it is okay. Could you keep an eye on the baby while I go to the store?
- **lend/give someone a hand**- to help with something. That box looks heavy. Let me give you a hand.
- **be in over one's head**- be in a situation that is very difficult. Alan was really in over his head when he started studying advanced chemistry. It was so hard for him.
- **keep one's fingers crossed**- to hope that something good will happen. I'm keeping my fingers crossed that I will get that job.
- **get cold feet**- get nervous, especially before marriage. The night before the wedding Alexgot cold feet. He wondered if he should really get married.
- **have one's heart set on something**- really want something. My son Tommy really has his heart set on that new bicycle. Maybe I will buy it for his birthday.

8. Idioms using words for weather:

raining cats and dogs- raining very hard. Wow! Look outside. It's raining cats and dogs.

(to be) full of hot air- a person who talks a lot and says things that aren't completely true. He's always talking about how he is going to find gold in the river. I don't believe him. I think he's full of hot air.

when it rains it pours- nothing happens and then everything happens. Nobody ever visits my house and then 10 people come. When it rains, it pours.

sunny (as an adjective)- happy or pleasant. The new office girl has a very sunny personality.

a breeze- easy. That test was a breeze.

a fair-weathered friend- a person who is only your friend when everything is good.

under the weather- feeling bad. Joan felt under the weather after she failed her history exam.

cloud nine- wonderful place or feeling. After I got my dream job I was on cloud nine.

weather the storm- survive during difficult times. Even though my father lost his job, we were able to weather the storm. Now everything is better.

9. Sweet Idioms:

a piece of cake- very easy. It's a piece of cake.

- **as easy as pie-** very easy. It was as easy as pie.
- **like giving candy to a baby-** very easy, especially when you do something wrong. It was like giving candy to a baby. (Of course the baby will accept it.)
- **a fruitcake-** really strange crazy, a kind of serious word. She's a fruitcake.
- **going bananas-** becoming crazy, especially with too much to do. I'm going bananas.

nut/ nutty- funny kind of crazy, usually makes you laugh. He's a nut. or He's nutty.

a tough cookie- a tough or strong person, or doesn't show his emotions easily. That man is a tough cookie.

sugar and spice- very sweet, nice, or kind, feminine, (used for girls.) Her daughter is sugar and spice.

10. **colorful Idioms**

A lot of English idioms use colors to describe feelings. Below are just a few examples.

Jessica was **seeing red** when her computer suddenly crashed.

When George brought home his expensive car, his neighbor Bill was **green with envy**.

After Susan's boyfriend left her, she **felt blue** and cried all the time.

He was a **yellow-bellied** cowboy. He always ran away from a fight.

John asked Nancy to marry him. He was **tickled pink** when she said yes.

**

Using the sentences above as examples, try to match the idiom with its meaning

Idiom	**Meaning**
1. to see red	a. wanting something that someone else has
2. green with envy	b. coward, not brave
3. to feel blue	c. very happy

4. yellow bellied	d. very angry
5. to be tickled pink	e. sad

Check Your Understanding

Multiple Choice- Choose the best idiom. Check your answers below.

1. Jack's girlfriend was very busy lately. When Jack saw another man's shoe in his girlfriend's apartment, he ___ and realized she had another boyfriend.

- a. dressed to the nines
- b. put two and two together
- c. number one

2. What is your favorite magazine? The ___ Time Magazine. There is nothing else as good.

- a. forty winks
- b. cloud nine
- c. one and only

3. I don't like Tom. He doesn't care about anybody. He only thinks about ___.

- a. put two and two together
- b. number one
- c. two's company, three's a crowd

4. Melissa and George were having a nice dinner at Melissa's house. When Andy came to visit, Melissa was angry. She told George "___."

- a. Two's company, three's a crowd
- b. Number one
- c. Forty winks

5. When Terry was offered a job at General Hospital, he was so happy he was ___.

- a. on cloud nine
- b. dressed to the nines
- c. six to one, half a dozen to the other

6. I'm not sure if we should visit the mountains or the sea. Both are great. I guess it is ___.

- a. six to one, half a dozen to the other
- b. put two and two together
- c. forty winks

7. Wow, all of the actresses looked great! They were all ___ for the party.

- a. the one and only
- b. six to one, half a dozen to the other
- c. dressed to the nines

8. I'm going to go dancing all night tonight. I guess I should get ___ before I leave so I won't become tired.

- a. the one and only
- b. forty winks
- c. number one

Part (F)
Glossary

<u>Glossary for ESL/EFL Teaching</u>

academic coordinator
person who maintains and develops academic courses and programs; supports teachers

academic year
the start and end date of the school year; ESL/EFL often has continuous enrolment even throughout the summer

accent
the sound of a person's voice that distinguishes it from others

accredited
has official approval from a reliable body; some TEFL courses/certificates are accredited

acculturation
student (or teacher) adaptation to a new culture; many believe this is necessary in order for learning to occur in a foreign country

acquisition
the act of gaining skills and understanding

active listening
structured listening in which the listener confirms (in own words) what has been understood

<u>active voice</u>
a direct form of expression where the subject acts or performs the verb
e.g. "The cat licked the child's hand." (see "passive voice")

additive model
theory that language proficiency relies on the acquisition of the first and second language

<u>adjective</u>
describes a noun or pronoun
e.g. "It was a gorgeous day today."

adjective clause
(also called "adjectival or relative clause")

a clause that contains a subject, verb and relative pronoun (or adverb) and acts like an adjective
e.g. "whose blue eyes were watching"

adjunct
(also called "modifier")
a word, clause, or phrase that modifies or qualifies a verb or noun; when removed the sentence is still grammatically correct (see "complement")

advanced
one of the highest levels for English learners

adverbial clause
a dependent clause that acts as an adverb and indicates such things as time, place, or reason
e.g. "Although we are getting older, we grow more beautiful each day."

affiliation
the sense of being part of a community within the classroom

affix
a morpheme that occurs before, after, or within the root or stem of the word
e.g. a prefix (preheat) or suffix (happiness)

affricate
a speech sound characterized by a "stop" (no air flow) followed immediately by a "fricative" (slow release of air that creates friction)
e.g. "ch" from "chair"

agreement
(also known as "concord")
logical (in a grammatical sense) links between tense, case, or number
e.g. "subject verb agreement"

alveolar
sound formed by touching the tip of the tongue to the spot where the gum line meets the upper teeth (as in "t" or "d")

antecedent
a word, phrase, or clause that is replaced by a pronoun (or other substitute) when mentioned subsequently (in the same sentence or later)
e.g. "Emily is nice because she brings me flowers."

appositive
a noun or noun phrase that re-identifies or describes its neighbouring noun
e.g. "Canada, a multicultural country, is recognized by its maple leaf flag."

approach
the teaching method used

aptitude test
a standardized test that measures a learner's ability to acquire knowledge and skills

article
a "determiner" used to indicate a noun; (indefinite=a, an) (definite=the)

aspiration
pronunciation that involves a release of breath

assessment
evaluation based on a learner's achievements

assimilation
where learners of different backgrounds (or levels) identify themselves as one group

assimilating
type of learning where explanations and concepts are most important

audio lingual
teaching related to listening and speaking

auditory learners
people who learn best by having discussions and listening to lectures

authentic task
task where language is practised in a way that is similar to the real world (role playing)

authentic text or material
texts taken from the real word, not adapted for learning purposes (newspapers)

automaticity
completed (often refers to speaking) unconsciously or without effort

auxiliary verb
(also called "helping verbs")
a verb used with the main verb to help indicate something such as tense or voice
e.g. "have, be, do"

base form
the basic form of a verb before conjugation into tenses
e.g. "be"

beginner
the lowest level of English learner; learner may have had little or no previous exposure to the language

benchmarks
descriptors or reference points for measuring learning

bilabial
consonant sounds formed using both lips

bottom up learning/processing
starts with small or detailed learning (such as grammar) and progresses to large or more important concepts (such as reading a piece of text)

brainstorming
gathering up many thoughts and ideas based on one subject

burn out
when a learner can no longer process new knowledge or develop new skills due to over learning or stress (teachers can also suffer from this)

case
form of a noun or pronoun that identifies a relationship to other words in the sentence; the three functions of case are "nominative, possessive and objective"

CELTA
Certificate in English Language Teaching to Adults

chain schools
language learning schools that have many locations in one country or around the world (under the same business name) e.g. GEOS, Berlitz, ECC

chants
repetitive lines of rhythmic text that learners say out loud in a group; language learning technique related to using music in the classroom

choral reading
group reading aloud where the pace is set by the teacher

chunk
words that are often understood or learned together as in fixed phrases; "chunking" means to organize learning into manageable amounts

circulating
moving around a room to observe and assist learners

classroom climate
the physical and emotional atmosphere or feeling in a classroom

clause
an incomplete sentence that contains a subject and a predicate

cliché
an expression that has been overused and is thus considered weak in writing

cloze
a blank spot in a passage that a learner must fill in

cognates
words that are spelled the same in L1 and L2 (have different pronunciation)

collocation
the tendency for certain words to appear together

communicative approach
an approach to language teaching in which the learner's main goal is to be able to communicate in the real world, and the teacher's role is as a facilitator

comparative (adjective)
words used to compare two things (not three or more)

complement
part of a sentence that is required to complete or provide meaning to a sentence

compound noun
a noun that is made up of more than one word; can be one word, hyphenated, or separated by a space
e.g. "toothbrush," "Christmas Day", "mother-in-law"

compound sentence
a sentence with at least two independent clauses; usually joined by a conjunction
e.g. "You can have something healthy, but you can't have more junk."

comprehensible input
theory that language learners only acquire a language if they basically understand what the teacher is saying or presenting

comprehensible output
theory that language learning occurs when people attempt and fail to communicate and are forced to try again

comprehension
achieving full understanding; "written comprehension" refers to an understanding of what has been read

computer assisted learning (CALL) (also called "e-learning")
using the computer for learning

computer-based test (CBT)
an alternative to paper-based testing; test that is administered and taken on the computer

conditional
structure in English where one action depends on another ("if-then" structure); most common are first, second and third conditional

conjunction
words that join or connect parts of a sentence
e.g. "and, but, or"

consonant cluster
a group of consonants without a vowel that form more than one sound
e.g. "spl"

content words
words that have meaning such as nouns (opposite of "function words" such as pronouns and auxiliary verbs)

(in) context
parts of a piece of text (such as paragraphs) that precede and follow a certain detail

contraction
the shortening of two words into one
e.g. "is not=isn't"

convergence
tendency to change the sound of your own voice to make it similar to someone you are talking to

cooperative learning
a teaching method in which learners are placed into small groups of different levels and given a task

coping strategies
efforts learners make to reduce stress while learning

course book
the main text book that learners use for a specific class

critical period
a hypothesis that suggests there is a certain time in a learner's life (before age 12) when language acquisition can fully occur; the theory suggests that after this period the learning capacity is weakened and native-like pronunciation is unlikely

curriculum
description of courses and/or content in a program

dangling modifier
an illogical structure that occurs in a sentence when a writer intends to modify one word but the reader attaches it to another word
e.g. "Running to the bus, the flowers were blooming." (In the example sentence it seems the flowers were running.)

declarative sentence
a statement (as opposed to a question or command)

deductive approach
a traditional method of teaching grammar in which the rules are dictated to the learner first (see "inductive approach")

deep learning
where the learner analyses new information and ideas and links these to previous knowledge with the goal of long term retention and understanding (see "surface learning")

demo lesson
part of the interview process in which the applicant teaches a real class (usually a mini-lesson) in front of an interviewer or panel

demonstrative pronoun
a word that identifies which person or thing is being referred to
e.g. "this, that, these, those"

dependent clause
(also called "subordinate clause")
part of a sentence that contains a subject and a verb but does not form a complete thought and cannot stand on its own
e.g. "When the water came out of the tap..."

descriptive grammar
grammar that is based on how people actually use the language, not Standard English

<u>determiners</u>
words such as "articles" "possessives" or other "adjectives" that come at the beginning of noun phrases

dictation practice
where learners attempt to reproduce what they hear in the form of text (<u>graded dictations</u>)

diphthong
a single vowel that glides into two sounds
e.g. the "o" in "boy"

direct method
teaching method in which only the target language is used (learners are not permitted to use their native language)

direct object
the noun or pronoun or noun phrase that receives the action in a sentence and answers "what" or "whom"
e.g. "Joey bought the car." (see "indirect object")

diversity
the differences between students in a classroom (culture, level, gender)

drill
repetitive practice with the aim of perfecting a specific skill

EAP
English for Academic Purposes; preparation for learners who are entering English secondary and post secondary schools

EFL vs. ESL
often used interchangeably; English as a Second Language refers to teaching in countries such as the USA where English is the native language; English as a Foreign Language refers to teaching in countries such as Thailand where English is not the native language

electronic dictionary
a hand held dictionary that translates a word from the learner's native language to the target language

elicitation
strategies and methods for getting learners to respond or guess (in contrast to the teacher providing all of the information or answers)

embedded questions
questions that occur within another statement or question and generally follow statement structure
e.g. "I don't know where he went." OR "Can you tell me where it is?"

EMT
English Mother Tongue

error analysis
a study that looks at the patterns of errors of language learners

error recognition
a type of question in which the learner has to spot the language mistake

ESOL
English for Speakers of other Languages

ESP
English for Specific Purposes
e.g. law, medicine, business

ETS
Educational Testing Service; a non profit organization that creates and administers standardized assessment tests such as TOEIC and TOEFL

experiential learning
learning based on actual experience

external examiner
ensures that standards are consistent at higher education level (UK)

facilitator
a person who assists or supports a learning group that is attempting to perform a task; remains neutral

false friends
words that look similar to words in another language, but have a different meaning in each language

fillers
learning activities and games similar to "warm ups" that fill time when a lesson ends before a class finishes or during a transition period

first conditional
used for future actions or events that are likely to happen (if + present simple +will)
e.g. "If it's sunny, we will go to the beach."

flap
a quick flick of the tip of the tongue against the upper teeth or alveolar ridge
e.g. the "t" in "daughter"

fluency
the ability to express oneself without effort

form focused task
a teaching method where learners are introduced to one learning item at a time with hopes that mastering each skill will eventually lead to learning a language

formulaic speech
the use of words or phrases that a learner uses without really understanding the meaning

forums
online discussion boards where learners and teachers can connect

fossilization
the theory that certain grammatical errors are learned over time (such as the incorrect use of a certain tense) and become a permanent part of a learner's second language (contributing to "interlanguage")

fragment
a phrase that is incorrectly punctuated as a sentence but does not contain a complete thought

free practice
time set aside for learners to practise a skill with little direction from the teacher

functional language
fixed expressions used for specific communications purposes
e.g. language related to "making a suggestion"

<u>gerund</u>
the noun form (ing) of a verb
e.g. "Walking is great exercise."

gist
the main point or central meaning of a piece of text (or audio segment)

glottal stop
a speech sound made by momentarily closing the back of the throat (glottis) and then releasing the air
e.g. "Uh-oh"

graded reader
a text that has been adapted for language learners and targets a specific level of reader

grading rubric
a summary of criteria for assessment; includes various levels of achievement for each task or skill

Grammar Translation (formerly called the "Classical Method")
a traditional language teaching method that requires learners to memorize grammar rules and vocabulary and translate large amounts of text into English; still one of the widely used teaching methods

guided practice
section in a lesson that gives learners the chance to use what they have been taught

high frequency words
words that appear most often in everyday communication

homestay
living with a local family while learning at a language school

<u>homophone</u>
words that sound the same but differ in meaning and/or spelling
e.g. "hare, hair"

<u>IELTS</u>
International English Language Testing Service: A standardized exam that measures the four main language skills

<u>imperative</u>
verb that gives a command; formed with base verb only
e.g. "Brush your teeth."

<u>imperfect tense</u>
(also called "past progressive or past continuous")

verbs that describe action from the past that was ongoing
e.g. "I was walking..." OR "I used to walk" OR "I would walk..."

independent clause
(also called "main clause")
a group of words that expresses a complete thought and can stand alone as a sentence

indirect object
a noun or pronoun that answers "for whom" or "to whom" the verb indirectly affects
e.g. "She showed me her book collection."(see "direct object")

indirect question
a sentence that ends with a period but contains a question within
e.g. "She asked me what I wanted to eat."

inductive approach
a modern theory of teaching grammar in which the rules are taught in context or in a practical situation

inflection (grammar)
a slight change to a word form
e.g. adding "s" to form a plural

inflection (pronunciation)
the change of tone of a voice

information gap
a type of activity where the learner must fill in missing information

Instructional design
development and evaluation of instructional materials and activities

intensive course
a learning course that take place during a reduced period of time (each class is generally longer in length than an average class)

interactive writing
where learners practise writing skills in a creative and open ended way with other learners and/or the teacher
e.g. journal writing, chain stories

interlanguage
a language that is a mix between the target language and the mother tongue

<u>interjection</u>
a common word that expresses emotion but has no grammatical value; can sometimes be used alone and is often followed by an exclamation point
e.g. "Ouch!"

intermediate
language learning level between beginner and advanced; learners at this level typically have a working English vocabulary and can communicate in real situations with effort

international English
(also "Global or World English")
used in reference to English being named a global language of communication

Internet-based test (iBT)
a test (often standardized such as TOEFL) that is taken online

interrogative (also called "wh-word")
words that are used in questions
e.g. "who, how, why, where"

intonation
the change in pitch of your voice as you speak

intransitive verb
an action verb that does not take a direct object (receiver of action)
e.g. "The kids always eat while they watch TV." (see "transitive")

jargon (also called or "lingo")
expression or word typical of a certain group of speakers, but not considered Standard English

JET
Japanese Exchange and Teaching Programme; an opportunity for young teachers who want to visit and teach in Japan

journal
a notebook where learners can practise free writing and receive regular feedback from teachers

kinaesthetic learners
people who learn best though physical response; these learners have difficulty sitting for long periods of time

L1
First (primary or native) language

L2
Second language

language lab
a school room with computers and/or audio equipment where learners can practise skills they have learned in the classroom on their own, especially listening to English

lesson plan
a teacher's description of an individual lesson; usually includes title, language target and level, materials required, and a summary of the activities and practice that will take place (seasoned teachers often reduce to point form notes)

lexis
all of the words and word forms in a language with meaning or function

linking verb
verbs that connect the subject to more information (but do not indicate action), such as "be" or "seem"

(ELT) materials
educational resources for teachers and/or learners, including things such as books, tests, websites, handouts and audiovisual materials

Meta skill
those skills that allow learners to acquire other skills
e.g. good listening skills help learners to increase vocabulary

minimal pair
two words that differ only in terms of one sound; often used in pronunciation practice
e.g. "cat and bat" OR "fine and vine"

modals (also called "modal verbs")
auxiliary verbs such as can, could, have to, must, should, shall and would; paired with the bare infinitive of a verb
e.g. "I should go for a jog."

modifier
describing words or phrases, such as adjectives, adverbs and prepositional phrases

module
an educational unit which is usually studied over a set amount of time (sometimes independently)

mood
verb form that depicts the attitude of the writer or speaker
e.g. subjunctive, indicative, imperative, conditional

morpheme
a unit of language with meaning; differs from "words" because some cannot stand alone
e.g. "unpredictable" consists of 3 morphemes "un", "predict" and "able"

Mother tongue (also called "native language")
the dominant language a person hears and learns in childhood

motivation
the drive to learn and improve

multi-sensory activities
activities that require learners to use many of the senses, including listening, seeing and touching

multilingual
proficient in more than two languages

native language (also called "Mother tongue")
the dominant language a person hears and learns in childhood

native speaker
a person whose first language is the target language of the learner (English)

Natural Approach
the theory that learners should acquire a language as babies do, beginning with silent listening

needs assessment
a process in which teachers determine the needs and abilities of the learners in their class in order to plan a program appropriately; usually takes place at the beginning of a course

negative
forms where "not" is placed after the auxiliary verb, (often contracted with an apostrophe)
e.g. "I don't like school."

nominative case
a term used to explain that the noun or pronoun is the "subject" rather than the "object" in an example sentence or clause

non-restrictive clause (also called "non-defining")
a relative clause that adds information but is not completely necessary; set off from the sentence with a comma
e.g. "The boy, who had a chocolate bar in his hand, was still hungry." (see "restrictive clause")

noun
part of speech (subject or object) that names a person, place, thing, quality, quantity, or concept (see "proper and compound noun")

noun clause
a clause that takes the place of a noun and cannot stand on its own; often introduced with words such as "that, who, or whoever"
e.g. "What the president said was surprising."

object
the thing or person affected by the verb;
e.g. "We chose the house with the red door." (see "direct" or "indirect" objects)

objective case
a term used to explain that the noun is the "direct object" of the verb

observed teaching practice
(also called "practicum")
part of a teacher training program that involves getting practice in a real classroom and receiving feedback from an experienced teacher; usually a required number of hours

onomatopoeia
a word that sounds like the sound word it represents
e.g. "buzz"

open ended question
a question that requires more than a yes/no answer (or multiple choice selection) and requires the learner to use his/her own words
e.g. "How do you feel about the class?"

open learning
a teaching method where the learner decides what he or she needs and wants to study and practise

over correction
refers to the tendency of some teachers to correct every error without giving learners any opportunity to find their own mistakes

parts of speech
groupings of words that are classified according to their function in a sentence
e.g. noun, pronoun, verb, adjective

participle
a verb form that can be used as an adjective or a noun
(see "past participle" and "present participle")

passive voice
an indirect form of expression in which the subject receives the action
e.g. "The child's hand was licked by the cat." (see "active voice")

past perfect
a tense that refers to the past in the past; formed with subject + "had" + past participle
e.g. "We had stopped the car."

past participle
refers to past or completed action and is used in passive sentences and as

adjectives; usually formed by adding "ed" to the base verb
e.g. "The shoes were polished." OR "I see a torn page."

pedagogic task
classroom tasks that learners would unlikely need to do in the real world

peer evaluation
learners providing feedback (or assigning marks) to other learners

person
a grammatical term that refers to the relationship between the writer/speaker or the listener/reader; first person (I, we) second person (you), third person (he/she/it/they)

personal pronoun
a pronoun that refers to a specific person or thing and takes the place of a noun
e.g. "Jesse is my brother. He likes dogs."

phoneme
the smallest unit of sound; carries no meaning on its own

phonics
a teaching method where learners are taught how to read by associating certain letters and letter groupings with certain sounds

phonology
the study of language sounds and sound patterns

phrasal verb
(also called "multi-word verb")
verbs formed with a verb plus an adverb; (see "transitive" and "intransitive")
e.g. "break up", "turn off" Phrasal Verbs Reference

phrase
two or more words that have a single function and form part of a sentence; phrases can be noun, adjective, adverbial, verb, or prepositional

placement test
a test that helps teachers or administrators determine a learner's language level; used for creating classes with distinct levels

plosive
a sound characterized by a sudden burst of air

plural
form that refers to more than one

podcast
a regularly updated audio segment that can be played back on a computer or downloaded to a listening device such as an MP3 player for future listening

positive degree
the state of an adjective or adverb when it shows quality but doesn't show any comparison
e.g. "nice, kind, quickly" (see "superlative" and "comparative")

possessive pronoun
a type of pronoun that indicates ownership or possession
e.g. "my, your, his, hers, their, our"

PPP
stands for "presentation, practice, production"; the main components to a lesson

practicum (also called "observed teaching")
part of a teacher training program that involves getting practice in a real classroom and receiving feedback from an experienced teacher; usually a required number of hours

pragmatics
the study of language and how people speak in a certain context or situation

predicate
one of the two main parts of a sentence explaining what is said of the subject (the subjectis the other main part)

preparation time
the time a teacher spends getting ready for a class; can be paid or unpaid
e.g. photocopying, writing lesson plans, choosing supplementary materials, marking

<u>preposition</u>
a word that shows some type of relationship between a noun or noun phrase and another word, including time, location, quantity, state or purpose
e.g. "by, to, at, with, on, for, in, from, of"

<u>prepositional verb</u>
verbs that are formed with a verb + a preposition
e.g. "believe in", "think about"

prescriptive grammar
the rules and examples of language usage used to teach a language

present participle
verb with many uses (such as past continuous and in combination with verbs of movement); is usually formed with base verb + "ing"; can also function as an adjective
e.g. "We went hiking." OR "It was an exciting show."

<u>present perfect</u>
a verb tense that connects the past and the present and is used to express experience, change, or a continuing situation; formed with subject + "have/has"

+ past participle
e.g. "I have never been to Africa."

private lesson
a one-on-one teaching session between a learner and a teacher/tutor

process approach
a method for teaching writing that walks learners through the strategies of pre-writing, writing and revision stages

product approach
a method for teaching writing in which learners are given a model and then asked to create something similar

proficiency test
a test that measures a learner's language background and skills (often used as a "placement test")

progressive
a verb form that expresses ongoing action
e.g. "We are studying penguins."

pronunciation
the sound that is made when forming a spoken word (the general or "acceptable" pronunciation of an English word varies based on region or country)

pronoun
a word that replaces a noun; there are several types including personal pronouns, relative pronouns and indefinite pronouns

proper noun
a noun that is capitalized at all times, such as the name of a person, place, or brand

pull-out ESL
a program where students are removed from a regular classroom for part of the day to receive English language instruction

punctuation
standard marks such as commas, periods and question marks within a sentence

rate of acquisition
how quickly the learner acquires the second language

realia
objects from the real world that learners can use while practising the language to make a classroom feel more like a real life setting

recruiting agency (also called "placement agency")
a business that acts as a middle man between the teacher and the school; schools pay recruiters to find teachers

recycling
a teaching method in which teachers (or materials) review vocabulary or skills that have already been taught by including them in subsequent lessons

reduced clause
a shortened relative clause (omit relative pronoun and "be" verb) or adverbial clause (omit subject and "be" verb) which is allowed under certain conditions
e.g. "The woman who is sitting on the bench is my sister." Relative clause reduced to: "The woman sitting on the bench is my sister."

rehearsal
refers to the place in a lesson where learners get to practise what they've learned (in a variety of ways)

relative clause
a dependent clause that is usually introduced with a relative pronoun such as who, what, where or that (see "reduced clause"); information can be required for understanding (defining/restrictive with no commas) or unnecessary but interesting (non-defining/non-restrictive with commas)
e.g. "The person who finishes first can leave early." (defining) OR "My brother, who lives in Texas, is coming to visit." (non-defining)

restrictive clause (also called "defining clause")
a type of relative clause that contains information that is required for the understanding of the sentence; not set off with commas
e.g. "The boy who was wearing a blue shirt was the winner." (see non-restrictive clause)

role-play
a form of speaking practice where the learners pretend to be people they are not

scaffolding
offering strong instructional support when introducing a new concept or idea; including a discussion based on prior knowledge of a subject and offering images or other visual aids

scan
a type of reading that involves searching for something specific (such as an answer) in a piece of text

schema theory
a process where learners draw from their own background knowledge to understand a reading

schwa
an unstressed vowel (the most common type of vowel sound in English); transcribed as an upside down e
e.g. the "a" in "account"; the "i" in "tickle"; the "u" in "sun"

second conditional
the condition used to talk about an unreal dream or unlikely possibility in the future; formed with "if" + "past simple" + "would" + "base verb"
e.g. "If we got rich, we would travel the world."

self access materials/centres(SAC)
resources or resource rooms where learners can choose their own books, handouts and audio visual programs to supplement their learning

semantics
the study of language meaning, including connotative meaning

semi private lesson
a tutoring style session in which two or three learners share one teacher; learners generally pay slightly less than private lessons

series
a grammatical term referring to a list of items in a sentence
e.g. "The children ate popsicles, popcorn and chips."

sight vocabulary
words that are commonly used in text and are the first ones that learners spot and recognize when developing reading skills

silent period
a period of time in the initial phase of learning a language where a learner should not be required to respond but rather encouraged to understand what is being taught (according to some theorists)

simple past
the tense used to talk about an action, event, or situation that occurred and was completed in the past
e.g. "We ate cookies for breakfast."

simple present
the tense that is used to show something general, habitual, or always true
e.g. "I like tea." OR "We go to the movies on Fridays."

singular
related to "one" and can be a noun, subject, or verb; a singular subject takes a singular verb (in grammar "number" refers to whether something is singular or plural)

skills-based
materials or lessons that are centred around certain types of skills such as reading, listening, pronunciation etc.

skim
to glance over a piece of text without reading fully

slip
a minor language mistake in spoken English (by a native speaker or advanced learner)

sociolinguistic competence
the ability to use and understand the appropriate language in different social situations

Standard English (S.E.)
the "normal" spelling, pronunciation and grammar that is used by educated native speakers

stress
the extra time given to certain syllables or spoken words of importance
e.g. "We don't want to worsen the problem." OR "The pho-to-grapher is late."

STT
Student Talking Time; the amount of time during class when learners get to do the talking (see TTT)

student centred learning
method of teaching where the needs and interests of the students receive priority and the teacher's role is "facilitator"

student feedback
reaction or evaluation from learners (directed towards other learners or the teacher)

subject
a noun or pronoun that does the action (or "is" the state)
e.g. "The rain came down in buckets." OR "Mary is beautiful." (see "predicate")

subjunctive
a rare verb formed with the bare infinitive (except past of "be") usually used to express importance or urgency; common verbs or expressions include "recommend/ask/suggest + that" or expressions like "it is important/necessary that"
e.g. "The teacher requests that you be at the school before the bell rings."

submersion
(also called "sink or swim")
approach in which L2 are placed in the same class as L1 in the hope that they will learn as much as possible

subordinate clause
(also called "dependent clause")
an adverb or adjective clause that contains a subject and a verb but does not form a complete sentence
e.g. "When I'm tired, I have to take a nap." (see "independent clause")

<u>superlative</u>
an adjective or adverb that describes the extreme degree of something
e.g. "happiest" OR "most joyfully"

supplementary materials
extra worksheets, games, books etc. that a teacher uses for teaching materials in addition to a core text (often based on the same theme or skill set)

surface learning
when a learner memorizes facts and accepts information for the purpose of an exam; long-term retention and understanding is unlikely (see "deep learning")

syllable
a single beat or sound in a spoken word
e.g. "diff-i-cult" has three syllables

syllabus
an outline of the subjects in a course or program

syntax
the study of rules related to proper sentence formation

tape script/transcript
the text version of an audio segment or lesson

target language
the language being taught (English); also sometimes refers to the language goal or aim to be presented in a lesson

teachable moment
an educational opportunity that comes up often unexpectedly and is taught as an aside

teacher centred
a teaching method (outdated in the EFL industry) where the instructor does most of the talking

teaching aids
equipment, supplies, or materials that a teacher uses in the classroom
e.g. tapes, videos, white board

TEFL/TESL certificate
a training certificate for teachers who want to teach English to learners of different native language ; certificates range in length, intensity and credibility (see ESL vs EFL)

TEFL vs. TESL
Teach English as a Foreign Language vs. Teach English as a Second Language (see EFL vs. ESL)

tense
the forms in a language that indicate the time and completion of an action or state
e.g. simple tenses include past, present, future

theme-based
a whole language program or curriculum that is organized by themes or topics rather than skills
e.g. animals; family; seasons

third conditional
a condition in the past that did not happen
e.g. "If it had rained yesterday, we would have cancelled the game."

TOEFL
Test of English as a Foreign Language; a standardized exam that tests the four main language skills and is used as an entrance prerequisite for post-secondary education in the U.S.

TOEIC
Test of English for International Communication; a standardized exam that tests a person's ability to use English in business and everyday situations

top down learning/processing
begins with general overview of a learning skill and proceeds to more specific aspects

Total physical response
part of the Communicative Approach; learners are encouraged to respond with actions before words

transferable skills
acquired skills that a person learns in one job and can be used later in a different job or career

transitive verb
an action verb that has a direct object (receiver of action)
e.g. "The kids always eat a snack while they watch TV." The "snack" is the direct object. (see "intransitive")

TTT
Teacher Talking Time; the amount of time a teacher talks and the learner listens

tutor
a person who assists a learner privately; teaching session usually focuses on learner difficulties and specific goals

two way
bilingual environment in which L1 learners are taught L2 and vice versa at the same time

(U.S.S.R.)
Uninterrupted Sustained Silent Reading: a reading strategy where learners are required to read silently for a certain period of time

usage
the way language is used, especially in a certain country or region

velar
a consonant that is pronounced by touching the back of the tongue to the soft palate
e.g. "ng" in "sing" or "c" in "can"

verb
a word that describes action, state or occurence and that forms the main part of the predicate; most verbs can change their form depending on tense and person
e.g. "walk, be, can, seem"

vernacular style
everyday language that is characteristic of a specific country or group

virtual field trip
a collection of images, text and/or video from the World Wide Web that is gathered and packaged into a presentation on a certain topic

voiced
a sound that involves the vibration of the glottis

visual learner
people who learn best when teachers use body language, facial expression and pictures

voiceless
a sound where the glottis is open (not vibrating)

voicing
refers to the measurement of whether a sound is voiced or not

VSO
Voluntary Service Overseas

warmer/warm-up
a fun activity that brings energy into the classroom and usually precedes a lesson

whole language
a language learning theory that stresses the importance of integrating reading, writing, speaking and listening

zero conditional
used when the result of the condition is always true (based on fact)
e.g. "If you heat ice it melts."